NON-ECONOMIC MOTIVATIONAL PRACTICES FOR NON-PROFESSIONAL EMPLOYEES OF NAVAL HOSPITALS

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NON-ECONOMIC MOTIVATIONAL PRACTICES FOR NON-PROFESSIONAL EMPLOYEES OF NAVAL HOSPITALS

BY

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CHAPTER I

INTRODUCTION

Some two centuries ago, Robert Burns wrote,

> The best laid schemes 'o mice and men
> Gang aft a-gley;
> An' lea'e us nought but grief and pain,
> For promis'd joy.[1]

It is likely that countless managers would ruefully agree with the Scottish poet. Some very well-laid schemes do indeed "gang aft a-gley" and leave "nought" but unfulfilled promise.

Is the disappointment due to a need for better schemes-- or better men? Or both? Among the managers urgently concerned with this dilemma are hospital administrators. Faced with tremendous responsibilities, increasingly complex procedures, ever-rising costs, budget limitations, and demand for the highest standards in every phase of his organization, the hospital administrator must rely heavily on the willingness of the people who work for him. While relationships with the professional staff have some concerns unique to their nature, professional dedication will normally motivate these elite individuals. Of more immediate concern is the motivation of non-professional employees whose jobs, though often limited in potential,

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[1]John Bartlett, Familiar Quotations (Boston: Little, Brown & Co., 1951), p. 284.

mental stimulation and prestige, are nonetheless a vital factor in the successful and economical functioning of the hospital.

QUESTION AND SCOPE OF THIS STUDY

The specific question investigated in this paper is "Are Navy Health Care Administrators effectively utilizing current non-economic motivational concepts in getting non-professional employees to do their best work?"

Interviews and questionnaires are limited to Naval Hospitals. Therefore, analysis and conclusions are directed specifically to these institutions, although most of the material will be equally applicable to all hospitals. Library research pertaining to general motivation theory is included since it is thoroughly applicable and there is a minimum of theory directed exclusively to the motivation of hospital personnel.

In the course of research, analysis and conclusions, the following subsidiary questions are discussed:

1. What are current non-economic concepts regarding motivation?
2. What motivational concepts are Health Care Administrators practicing in Naval Hospitals?
3. What practice does the employee believe is most important in motivating him to do his best work?

PURPOSE AND UTILITY OF THE STUDY

Research corroborates the beliefs of many behavioral scientists

that money, beyond a reasonable wage, is not the most important factor in motivating employees. Whether this is true in entirety or not, the hospital administrator must concentrate on other motivational approaches because:

1. Hospital costs are already high, and the greatest expense is salaries. The trend is to seek ways to cut costs, making it unlikely that wage increases will be available as a predominant motivating factor. A report on health care in a national magazine states,

> Many hospitals are poorly planned and sometimes poorly run. The average cost per day for hospital care has climbed to about $70. In many large cities, $100 a day is not uncommon. Experts have testified before Senate hearings that by 1980 the cost could rise to a staggering $500 a day.
>
> Even with insurance, fewer and fewer patients leave the hospital without incurring costs that cut deeply into their savings. For some, it's because their total costs have exceeded their policy limits. For others, certain expenses were more than the insurance allowed, or just weren't covered.[2]

2. The hospital administrator usually has little authority over wages. In the case of Naval Hospitals, Civil Service salaries are set by law.

It is important that hospital workers do their work with skill and a sense of responsibility. In a very literal sense, it can be a matter of life and death whether or not cleanliness rules are observed, meals are prepared properly, records are kept accurately. Certainly, capable and loyal employees are vital to the efficient co-ordination of the complex services offered by hospitals.

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[2]"Is There Any Way Out of the Health Care Mess?," Better Homes and Gardens (Nov. 19, 1970), p. 49.

In the best of situations, there is usually room for improvement, and in many instances, motivation of the non-professional employee is a serious problem. In an article advocating better training for employees, Hospitals magazine states,

> One need not look very far to uncover problems that strongly suggest the need for training. One obvious example is the problem of turnover. In 1968 the United Hospital Fund of New York studied this problem and the costs associated with it, and concluded that the minimum direct costs for replacement at the lowest skill level were $300 per employee, while the cost of replacing a department head or an effective staff nurse could run anywhere from $500 to $1000. The inclusion of indirect costs produces still higher figures.
>
> .....
>
> There are a host of other problems that suggest a need for training. These problems are made evident by recurring patient complaints about employee performance, departmental labor costs that are excessive in comparison with costs of similar departments in other institutions, evidence of hazards to the safety of patients and employees, less than adequate productivity from some employees, absenteeism and chronic tardiness, waste of material and supplies, errors in following procedures, and so on. All of these indicate that the health care institution is not getting an adequate return for its investment in salaries, the largest single item in its budget.
>
> .....
>
> It is a fallacy to assume that a behavior change on the part of employees will take place simply because the administrator wants it or because he dictates that it shall occur.[3]

The purpose of this study is to point out briefly the ideas of leading theorists applicable to the problem of improving the performance

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[3]"Training as a Management Strategy," Hospitals (Dec. 18, 1970), p. 57.

of hospital employees by means other than monetary, to examine the extent to which administrators in Naval Hospitals are using these concepts and to determine which of these concepts is apparently most effective.

To introduce the study, a brief review of the growth away from traditional autocratic and paternalistic work situations is given, leading to the present-day theorists.

Nine of the leading, modern behavioral scientists are introduced with a resume of the principal theories of each concerning motivation in the contemporary society.

The theorists' ideas are followed by excerpts from writers in other fields, including practicing supervisors. The articles reviewed in this section are very current, covering a time period from 1964 to April, 1971.

Chapter V presents the experience and philosophy of currently practicing Naval Hospital administrators in the Washington, D. C. area, with the emphasis on ascertaining what motivational techniques are actually being practiced. This section also incorporates the results of questionnaires covering much the same questions as the interviews, mailed to Naval Hospital administrators outside the Washington area.

Chapter VI is devoted to motivation from the employee's viewpoint. Included are summaries and excerpts from interviews with Naval Hospital employees in the Washington area. Questionnaires directed to employees, seeking to determine which motivational practices are favored, were sent to Naval Hospitals outside the Washington area. The results were then tabulated and compared to the replies given by management.

From the forementioned research and resultant data, conclusions are drawn concerning the degree to which modern motivational concepts are actively employed, and the results of the motivational methods that are in usage.

It is hoped that the study will be useful to hospital administrators, primarily those of Naval Hospitals.

CHAPTER II

FORERUNNERS OF THE MODERN MOTIVATIONAL THEORISTS

From time immemorial, it was generally accepted in economic organizations that the employee did his job and received his pay, under the watchful eye of a supervisor who, in either a dictatorial or paternalistic manner, made sure that an acceptable amount of work was performed in a more or less acceptable fashion. If the organization was a large one, the supervisor was in turn supervised, and so on until the top of a pyramid-like hierarchy.

Of course, it would be naive to suppose that interest in management and motivation is limited to modern times. The Sumerians (5000 B.C.), Egyptians (2700 B.C.), Chinese (1100 B.C.), Greeks (400 B.C.), and Romans (175 B.C.) accomplished surprising feats with organizations (detailed tax structures, sophisticated economies, the Pyramids). Some records of their management policies are extant, mostly of a father's advice to his son variety, but there apparently existed little systematized, written thought on the matter.

Sir Thomas More presented managerial concepts in Utopia (1500),

and Niccolo Machiavelli is remembered for The Prince (1525).[1]

A more modern era begins with Adam Smith, author of the famed Wealth of Nations, who formalized the concept of increased output through division of labor.

Charles Dupin, in 1820, a French engineer, was ahead of his time in his concern with human factors such as personnel and employee welfare.

In the early 1800's the sociologist-philosopher, Saint-Simon prophesied that in the society of the future, administrative methods would no longer entail coercion or force, and the administrator's authority would rest upon his possession of scientific skills and "positive" knowledge.

In the 1830's, Andrew Ure and Charles Babbage started the movement away from harsh, paternalistic administration. The idea of a close alliance between the well-being of the workers and the organization was introduced. Near the end of the eighteenth century, interest in worker-centered administration was revived, but little of a constructive nature was accomplished until 1900 when Frank and Lillian Gilbreth introduced their Psychology of Management. The Gilbreths saw management as being responsible for the worker's mental and moral development, contentment, brotherhood, and "will to do."

Frederick W. Taylor is generally credited with being the father of the Scientific Management school. Working at a steel company, he realized the lack of system and comprehension of relationships within the organization. He conducted time and motion studies, introduced incentive

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[1]Claude S. George, Jr., The History of Management Thought (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), pp. xiii, xiv.

pay. He believed that the maximum good for society would spring from the co-operation of management and labor and that science should be applied to every element of work for maximum efficiency. His concepts were founded upon research, standards, planning, control and cooperation.

Taylor's contemporary, Henry L. Gantt, introduced the concept of bonus rates, and the Gantt "daily balance" Chart showing output on one axis, units of time on another. This is a commonplace device today, but was considered a revolutionary approach in the 1800's. Gantt's "Psychology of Employee Relations" proposed that management had a responsibility to teach and train workers to become more skilled, form better work habits, lose less time, and become more reliable.

Henry Fayol, the most distinguished European in the field of management thought, is father of the behaviorist or Human Relations school of thought which proposed that, since work was performed by the individual worker, management study should center around workers and their interpersonal relations.[2]

In 1913, Edward D. Jones studied famous administrators of the past, and concluded that management had a trusteeship role, that the capable administrator possessed administrative skills plus human skills plus process skills. Jones foresaw the development of "a whole new race of executives."

The year 1929 marked the beginning of the renowned Hawthorne studies conducted at Western Electric Company. Over a period of years, the company attempted to determine relationships between physical

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[2]Op. Cit., pp. 54, 136-147.

environment, worker morale, and production. To the surprise of the researchers, little relationship could be established. Regardless of the varying environmental conditions to which they were subjected, the control groups of employees invariably displayed exceptionally high morale and impressive increases in production rates. The conclusion reached was that these workers reacted positively because management had displayed an interest in them, recognized them, given them a feeling of participation and importance.[3]

In 1930, Elton Mayo, professor of Industrial Research at the Harvard Graduate School of Business, conducted studies that led him to stress the necessity for an understanding of human-social factors by administrators. Mayo felt that administrators should possess a wide theoretical knowledge including psychology, sociology, and economics.[4]

Until as recently as the past three decades, the vast majority of humanity expended most of its energy in the pursuit of food, clothing, and shelter. The production of these fundamental needs required a considerable output of time and effort. Competition for jobs was often great, with hiring and firing on an arbitrary basis. Therefore, a primary motivation to work was the fear of losing one's job and consequently one's means of livelihood. This situation understandably resulted in a general submissiveness to authority.

Through the years, circumstances, environment, and attitudes have

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[3]William G. Scott, Organization Theory (Homewood, Ill.: Richard D. Irwin Co., 1967), pp. 20-37.

[4]William M. Fox (ed.), "The Fruitful Errors of Elton Mayo," Readings in Personnel Management from Fortune (New York: Holt-Rinehart and Winston, Inc., 1963), pp. 1-7.

changed. Democratic forms of government, universal education, modern communications and transportation, technology, scientific developments in medicine and other fields, labor unions, unemployment insurance, social security and countless other factors have all played a part in creating needs beyond basic survival. In our present society, man's fundamental needs are met rather easily. This has given rise to a new set of needs which are often of more importance than wages as a motivating force. The determination of what these new needs are and what managers can do to meet them has become the subject of much theory, research, and experimentation.

Chester I. Barnard's The Functions of an Executive had an impact in the 1940's. Barnard theorized that technical effectiveness plus human efficiency were requirements for the successful organization, and that these goals could best be achieved by mutual cooperation between management and labor.[5]

From the 1950's to the present time, management theories have concentrated more and more upon the worker's needs as an individual human being. Though not every organization has fully recognized the human factor in employee motivation, it is becoming increasingly obvious to astute managers that the old-fashioned "Do-your-work, here's-your-pay" motivation of employees is not enough for today's workers.

Operations Research, or Management Science has been a leading approach to management since the 1940's. Operations Research consists of bringing the knowledge of various disciplines together to seek the effective solution of a problem. This technique, applied to motivation

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[5]Scott, loc. cit.

problems, involves the expertise of psychologists, management theorists, sociologists, mathematicians, industrial engineers, anthropologists, economists, historians, and management practicioners. In current terminology, they are often grouped together under the encompassing title of behavioral scientists.

In a recent survey to determine which of the behavioral scientists had influenced managers most, the National Industrial Conference Board received responses from 241 questionnaires. Six names stood out in the survey in that they were listed by at least fifty respondents: Douglas McGregor, Frederick Herzberg, Rensis Likert, Chris Argyris, Abraham Maslow, Robert Blake and Jane Mouton. Others mentioned with some frequency are Bennis, Gellerman, Drucker, Odiorne, Myers, Rogers, Leavitt, Bradford, Levinson, Haire, Shepard, and the combination of Roethlisberger and Dickson.[6]

Opinions vary as to the influence and validity of theorists concerned with motivation, but the following names would appear on most lists. A study of each of these behavioral scientists will give a comprehensive view of the major themes in contemporary thinking about motivation:

INDIVIDUAL MOTIVATION

Abraham H. Maslow
Frederick Herzberg
Douglas McGregor

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[6]Behavioral Science--Concepts and Management Application, Studies in Personnel Policy (New York, N.Y.: National Industrial Conference Board, Inc., 1970), p. 10.

GROUP MOTIVATION

Kurt Lewin
Edgar H. Schein
Chris Argyris

GENERAL MOTIVATION THEORY

Rensis Likert
Peter F. Drucker
Robert Blake/Jane Mouton

The theories summarized in this chapter represent only a small segment of the literature available on motivation and management philosophy. There are numerous other highly qualified and respected behavioral scientists whose ideas are not included. Nor do the summaries presented exhaust the ideas set forth by their authors, although it is hoped that their basic philosophy and most significant contributions are covered. Many of the ideas are of such recent origin that it is not yet possible to view them in the light of historical perspective. This does not diminish their importance, however, because the theories are an outgrowth of earlier knowledge, research, and theories; a representation of contemporary thinking; and a strong indication of the directions that management/ motivation is likely to take in the future.

Several different viewpoints are present and there are conflicts in some areas, but overall, the theories are not contradictory to each other, and can be integrated to form an appropriate "mix" for various organizations.

CHAPTER III

MOTIVATION CONCEPTS OF CONTEMPORARY BEHAVIORAL SCIENTISTS

The discussion of abstract theories--abstract in the sense that they pertain to organizations or economic organizations in general, or as in the case of Maslow and Lewin, are not directed toward economics except indirectly--may appear overly academic to the busy hospital administrator who faces specific, demanding, day-by-day problems. Yet for that very reason, the theorists have a contribution to make; they can sometimes delineate the forest when too many trees are in the way. Any administrator realizes that a cookbook approach to motivation cannot work because there is too much variance in the ingredients of any given situation.

The administrator operates more efficiently with an appropriate management philosophy and in formulating, revising or updating his philosophy, it makes sense to review the results of research and study. Thus he can decide what he believes to be appropriate for his organization as well as determine what he does not believe will work. There is no need to accept any one system in entirety, in order to broaden viewpoints or achieve new insights.

The theorists reviewed in the following sections are grouped under the headings, Individual Motivation, Group Motivation, and General Motivation Theory, according to the concentration of their research. There is, of course, considerable overlap in the categories.

Abraham Maslow leads the list because his Hierarchy of Needs theory is generally credited with spearheading the current movement of motivation through need gratification. Herzberg's "satisfiers" and "dissatisfiers" are also based on human needs, as are his Job Enrichment suggestions.

Douglas McGregor is best-known for his Theory X, statements of classic assumptions about the nature of man in relationship to work, and Theory Y, assumptions that appear to McGregor to be more nearly accurate in the light of research. McGregor's works have influenced many current behavioral scientists and references to his theories are frequent.

Part III is devoted to theorists who studied man in his relationship to his social climate. Kurt Lewin saw man's culture, i.e. group, work organization, nation, family, as the prime factors in shaping human personality. Edgar H. Schein views the worker as "Complex Man" because in addition to his individuality, man is greatly influenced by groups. Chris Argyris theorizes that, despite apparent conflict, the goals of the individual and the group can be integrated.

Under General Motivation Theory, Part IV, Rensis Likert's "Linking Pin" organization is discussed. Peter Drucker believes that Management by Objectives holds the key to motivation. Robert R. Blake and Jane S. Mouton feel that varying factors including diverse situations, individual worker and management personalities call for more flexible theories than are presented by either the Scientific Management or Human Relations schools. Accordingly they present their "Managerial Grid" with its many combinations of managerial approaches.

PART II

of

CHAPTER III

THEORIES ON INDIVIDUAL MOTIVATION

Abraham H. Maslow

Frederick Herzberg

Douglas McGregor

ABRAHAM H. MASLOW

Abraham H. Maslow, past president of the American Psychology Association, is Chairman of the Department of Psychology at Brandeis University.

Maslow's book, Motivation and Personality, from which this summary is derived, is a theory of human personality from the viewpoint of a humanistic psychologist, and is not directed toward economics. However, his theories, notably the Hierarchy of Needs, have had an overwhelming influence on other theorists of the behavioral science movement in management.

Maslow's Introduction to Motivation

Maslow subscribes to the holistic approach. The cosmos is one and interrelated; society is one and interrelated, persons are one and interrelated. He sees partial truths in the theories of Freud, Adler, Jung, Levy, and Fromm, but believes that they have provided helpful data rather than succeeded in presenting an image of man in a humanistic sense of a higher individual with higher needs which are actually rights, because they are an innate part of human nature. The belief is still rampant that human nature is essentially evil or depraved. In answer to this viewpoint, Maslow says,

> Human life will never be understood unless its highest aspirations are taken into account. Growth, self-actualization, the striving toward health, the quest for identity and autonomy, the yearning for excellence (and other ways of phrasing the striving 'upward') must now be accepted without question as a widespread and perhaps universal human tendency.[1]

The Hierarchy of Needs

PHYSIOLOGICAL NEEDS

Physiological needs (air, water, food, elimination, sleep, sexual fulfillment) are the most preponderant of all needs, and an intense lack will dominate the entire organism. This applies not only to current world outlook and philosophy, but while the need exists, to philosophy of the future and its values. However, once these needs are fulfilled, higher needs will take their place, a phenomenon which Maslow calls his "Grumble Theory." The fulfilled needs come to be taken for granted and sometimes even to be scorned.

SAFETY NEEDS

When the physiological needs are relatively well-gratified, the safety needs emerge: security; stability; dependency, protection; freedom from fear, from anxiety and chaos; need for structure, law, order, limits; strength in the protector. Here also an intense lack can dominate the entire organism though less dramatically than physiological deprivation. When there is an obsession with safety needs, and no genuine emergency exists, the individual is neurotic. For most healthy and fortunate adults, safety needs are largely satisfied.

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[1]Abraham H. Maslow, Personality and Motivation (New York: Harper and Row, 1954), p. xiii.

LOVE, AFFECTION, AND BELONGINGNESS

If both physiological and safety needs are reasonably gratified, the love, affection, and belongingness needs will emerge. At this point, the individual will feel the absence of friends or family. He will want to attain a place in the world, will feel pangs if faced with loneliness, ostracism, rejection, friendlessness, rootlessness. Severe deprivation of the love, affection and belongingness needs, especially at an early age, leads to pathology.

ESTEEM NEEDS OR EGO NEEDS

Assuming that the individual is fairly well-adjusted, and love, affection, and belongness needs are satisfied, the esteem needs emerge. All people in our society, unless pathological, desire a stable, firmly based, usually high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. These needs might be classified into two subsidiary sets, (1) desire for strength, achievement, adequacy, mastery, competence, confidence in the face of the world, independence, freedom, (2) desire for reputation or prestige, status, fame and glory, dominance, recognition, attention, importance, dignity, appreciation. Thwarting of these needs produces feelings of inferiority, weakness, helplessness, giving rise to either basic discouragement or else compensatory or neurotic trends.

SELF-ACTUALIZING NEEDS

When all the aforementioned needs are met, there will often,

perhaps always, be a new discontent or restlessness unless the individual is doing what he is fitted for. This ultimate need might be called self-actualization which means that an individual realizes or is in the process of realizing his own unique potential. What he can be, he must be.

Self-actualization will include cognitive and conative needs, the need to know and the need to understand, not as pertains to safety needs, but as an innate curiosity, a fascination for the unknown. In some individuals, there appear to be aesthetic needs. These people need or crave beauty and/or order in their surroundings and are actually repelled by ugliness.

The preceding hierarchy is not necessarily a rigid one, but research indicates that most people have the basic needs in about the order indicated. It is not that one need must be satisfied 100 per cent before another emerges, but rather, as a need is partially satisfied, another gradually arises.

HIGHER BASIC NEEDS SEEN AS INSTINCTIVE

True gratification of basic needs--and only the appropriate satisfier can gratify a basic need--tends toward the improvement, strengthening and healthy development of the individual. It enhances his character and personal development. The economic (as well as political, educational, historical and sociological) implications of this idea are obvious. At the same time, a new phenomenon is emerging which might be called gratification-produced pathology which indicates that full basic need gratification does not automatically solve all problems, but (for

children, at least) some experience with firmness, toughness, frustration, discipline and limits is also needed. Maslow admits that his thesis opens up many areas for questioning, but nevertheless believes it to be more valid than the age-old theories that man's instinct is in conflict with his reason (the flesh and the spirit) and that instinct is basically evil. Psychological research points to the idea that in a healthy individual, instinct and reason are not at odds because they are one and the same thing. Both are an innate part of the nature of man, and the mature individual generally knows (instinctively) what is good for him.

The universality of the same basic higher human needs, though they manifest themselves differently in different cultures, indicates that they are as instinctive in man as the desire for food. This seems logical since every species of lower animal has its own unique instincts. Why not instincts--basic needs--peculiar to mankind? If higher needs are not instinctive in man, why is it that they are psychopathagenic when thwarted?

> It is the general clinical finding that the organism when fed safety, love, and respect, works better, i.e., perceives more efficiently, uses intelligence more fully, thinks to correct conclusions more often, digests food more efficiently, is less subject to various diseases, etc.[2]

It appears that all forms of psychotherapy accept man's higher needs as being instinctoid. No therapist seems to feel that he creates a new personality, but that he releases what is already present. Anthropologists and sociologists are coming to feel that people are human beings first, and members of their culture secondarily.

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[2]Ibid., p. 92.

Maslow believes the higher needs to be precisely as biological as the need for food; thus no conflict between lower and higher nature is created, but rather a logical progression from lower to higher, higher needs being freed as lower needs are met.

If this thesis is valid, it implies that discipline, control and suppression might better be supplanted by emphasis on spontaneity, release and naturalness, that progress may stem from creating a society in which man's inner biological tendencies have a chance to actualize themselves rather than be "controlled." To develop, to be "motivated," to move forward to higher levels, man needs not only to survive, but to grow.

THE SELF-ACTUALIZED PERSON

Maslow sees the self-actualized person as being more creative, at once more involved with humanity and more detached, more loving and more capable of receiving love and yet less dependent on love. He sees the self-actualized person as the ideal of society and a much more logical subject for the study of personality than the usual pathogenic subjects. The "average" person is somewhat psychopathic in that some of his basic needs have not been sufficiently met to free the higher needs, and he is in a sense frozen at a lower level. Maslow's outlook, however, is optimistic. He thinks there are no perfect beings, but that people are far more perfectable than is generally believed or than they are given a chance to be. Even though progress is slow, it is possible, and well worth working for, because the healthier the society, the healthier the individuals who

find possible more good life experiences and relationships. In turn, the healthier the individuals, the healthier the society. Maslow sums it up:

> The key concepts in the newer dynamic psychology are spontaneity, release, naturalness, self-choice, self-acceptance, impulse awareness, gratification of basic needs. They used to be control, inhibition, discipline, training, shaping, on the principle that the depths of human nature were dangerous, evil, predatory, and ravenous.
>
> .....
>
> See how different are the ideal conceptions of society, law, education, and family that are generated by these two different conceptions of human nature. In the one case they are restraining and controlling forces; in the other they are gratifying and fulfilling. Of course, this is an over-simple, either-or contrast. It is unlikely that either conception is totally correct. Yet the contrast of ideal types is useful in sharpening our perceptions.
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> In any case, if this conception that identifies normality with ideal health holds up, we shall have to change not only our conceptions of individual psychology, but also our theories.[3]

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[3] Ibid., pp. 279-280.

FREDERICK HERZBERG

Frederick Herzberg is Professor and Chairman, Department of Psychology, at Western Reserve University, Cleveland.

THE MOTIVATOR-HYGIENE THEORY

In a number of Herzberg's surveys, employees were asked to describe high points in their jobs. The factors mentioned most often were:

ACHIEVEMENT 41%
RECOGNITION 33%
WORK ITSELF 26%
ADVANCEMENT 20%
SALARY 15%

Herzberg points out that these job satisfiers were concerned with the work itself, i.e., that the work performed provided the worker with a sense of accomplishment. Further research indicated that these were long-lasting satisfactions. Herzberg, therefore, concluded that the factors concerned with a genuine sense of accomplishment are positive factors and classified them as motivators or satisfiers.

When the same workers were asked to describe unhappy job factors, it was assumed that their causes of complaint would be opposites of the satisfier, i.e., lack of achievement, recognition, advancement, salary. Instead the factors most often mentioned were:

COMPANY POLICY AND ADMINISTRATION	31%
SUPERVISION--TECHNICAL	20%
RECOGNITION	18%
SALARY	17%
INTERPERSONAL RELATIONS, SUPERVISORS	15%
WORK ITSELF	14%
WORKING CONDITIONS	11%

The dissatisfiers had to do primarily with environmental factors which Herzberg classifies as "hygiene." Since the hygiene factors apparently played little if any part in providing long-lasting job satisfactions, Herzberg concluded that hygiene is essentially negative. He did not totally discount hygiene factors, since their absence can cause dissatisfaction, but his point is that hygiene does not promote satisfaction, or motivate in a positive fashion, or provide lasting beneficial effects. As soon as a hygiene benefit is given, it is taken for granted. Its absence may cause problems, but its presence will not motivate.[4]

Many managers have felt that good working conditions, fringe benefits, and comparatively advanced management concepts such as participation and recognition should solve all problems, and they have been disappointed in the reactions of seemingly ungrateful employees. It is Herzberg's contention that THE ONLY REAL ANSWER TO POSITIVE MOTIVATION IS TO PROVIDE THE WORKER WITH WORK FROM WHICH HE CAN DERIVE A GENUINE SENSE OF DIGNITY AND ACCOMPLISHMENT. If there is no possible way to do this, the result will be an unhappy worker. He may find satisfaction in hobbies or other avocations, but nothing will quite make up for missing out on the dignity that accompanies the feeling that one is accomplishing

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[4]Frederick Herzberg, Bernard Mausner, Barbara Block Snyderman, The Motivation to Work (New York: John Wiley and Sons, Inc., 1962), p. 72.

in one's life's work. Herzberg says,

> Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him basic satisfaction.... It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations.[5]

JOB ENRICHMENT

Countless jobs are broken down to the point where the individual worker is faced with monotonous, meaningless repetition, and has little idea of his position in the larger scheme of the organization. Herzberg recommends JOB ENRICHMENT, which he describes as the re-structuring of jobs to increase the ability of workers to achieve goals meaningfully related to the performance of the job. The worker needs an accumulation of achievements to lead to a feeling of personal growth. In discussing job enrichment, Herzberg stresses that "job loading" and horizontal re-structuring are to be avoided. Job loading is simply adding more work; the horizontal approach is to move workers from one department to the other.[6]

To achieve true job enrichment, Herzberg offers these suggestions:

1. Select employees with the interest and capacity to do the work needed, as far as possible, but recognize that when possible, it may be wise to tailor the job to the workers instead of the other way around.

2. Participation is a pleasant theory, but the fact is that there

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[5]Ibid., p. 114.

[6]Frederick Herzberg, "One More Time, How Do You Motivate Employees?" Harvard Business Review (Jan.-Feb., 1968), pp. 53-62.

is little opportunity for workers to share in the overall goal-setting of a large organization. A more realistic approach is to make the organizational goals clear to the worker and allow him maximum latitude in planning and achievement of the goals.

3. Recognition alone is of limited importance in promoting long-range feelings of high morale. Supervisors are ill-advised to spend all their time being friendly and displaying personal interest. The most important role of the supervisor is in ORGANIZING AND PLANNING, CREATING POSSIBILITIES FOR THE SUCCESSFUL ACHIEVEMENT OF HIS SUBORDINATES.[7]

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[7]Herzberg, Mausner, Snyderman, The Motivation to Work, pp. 134-137.

DOUGLAS McGREGOR

Douglas McGregor (1906-1964) was a founder of the Industrial Relations Section at the Massachusetts Institute of Technology; President of Antioch College; Professor of Industrial Management and Sloan Fellows Professor at M.I.T. He had consulting relationships with major corporations such as Standard Oil of New Jersey, Bell Telephone of Pennsylvania, and Union Carbide.

In 1960, McGregor set forth his principal theories in The Human Side of Enterprise in which he hoped to create a bridge between the producers of knowledge and the users of knowledge. The book, considered a classic, is best-known for the concepts of Theory X and Theory Y.

THEORY X

The traditional view of management with respect to people is a process of directing their efforts, motivating them, controlling their actions and modifying their behavior to fit the needs of the organization. This view is founded on the assumptions that McGregor calls Theory X:

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed,

threatened with punishments to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.[8]

McGregor points out that Theory X is based on mistaken notions of what is cause and what is effect because man's behavior is a consequence of the nature of industrial organizations and not a consequence of his own inherent nature. McGregor felt that direction and control are useless methods of motivating people whose physiological and safety needs are reasonably satisfied and whose social, egoistic and self-fulfillment needs are predominant. Therefore, it is necessary to create conditions where the members of an organization can achieve their own goals by directing their effort toward the success of the enterprise. The following assumptions, labeled Theory Y, support this central principal of theory:

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function on the rewards associated with their achievement.

4. The average human being learns under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely distributed in the population.

6. Under the conditions of modern industrial life, the

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[8]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Co., Inc., 1960), pp. 33-43.

> intellectual potentialities of the average human being are only partially utilized.[9]

McGregor states that these Theory Y assumptions are far more consistent with existing knowledge in the social sciences than the assumptions of Theory X.

In McGregor's book of essays and talks, Leadership and Motivation, he offers a set of Theory Y guidelines applicable to management:

> 1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
>
> 2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
>
> 3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.
>
> 4. The essential task of management is to arrange organizational conditions and methods of operations so that people can achieve their own goals best by directing their own efforts toward organizational objectives.[10]

Theories X and Y will overlap as few managers would fall completely within one or the other, and many situations require a judicious application of both. McGregor did not intend a strategy or a rigid set of principles but rather a frame of reference in which the knowledge produced by the social scientists could be taught. Theory X exponents tend

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[9] Ibid., pp. 47-49.

[10] Douglas McGregor, Leadership and Motivation (Essays), Ed. by Warren G. Bennis, Edgar H. Schein, Caroline McGregor (Cambridge, Mass.: The M.I.T. Press, 1966), p. 15.

to believe that managers acquire sufficient knowledge of dealing with people through living, with the result that managerial techniques were (are) often based on the personal beliefs, prejudices, and experiences of the manager. McGregor suggests that there are objective approaches to management, based on knowledge of behavior, that can be acquired through training. This objective understanding is particularly important in the control and prediction of human behavior.[11]

In the following statement, McGregor sums up one of his principle beliefs, at the same time offering an apt comment on a growing problem in today's economy:

> Meaningful work is an important part of a satisfactory life, and the degree to which work provides opportunities for intrinsic rewards is important to the total survival of an affluent society. While it may be that some types of work provide no opportunities for such rewards, the evidence from a variety of sources suggests that certain managerial strategies can provide for greater opportunities than is generally realized.[12]

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[11] McGregor, The Human Side of Enterprise, pp. 245-246.

[12] Douglas McGregor, Ed. by Warren G. Bennis and Caroline McGregor, The Professional Manager, (New York: McGraw-Hill Book Co., 1967), p. 74.

PART III

of

CHAPTER III

THEORIES ON GROUP MOTIVATION

Kurt Lewin

Edgar H. Schein

Chris Argyris

KURT LEWIN

Kurt Lewin, born in Germany, emigrated to the United States during the Nazi persecution era, and established the Research Center for Group Dynamics at the Massachusetts Institute for Technology.

Like Maslow, Lewin deals in relatively pure theory, directing it specifically to economics or other fields only on occasion. Lewin was dedicated to forming a bridge from theory to reality, believing that the knowledge gained in the social science fields could be used to create a better world.[13] Much of Lewin's thinking is readily applicable to motivation in the economic world.

Lewin stresses the idea that the group exerts tremendous influence over the individual. As an example, he points out differences between the German and the American personalities, believing them to be shaped differently by groups from the overall culture--family, school, work, government.

He notes that personality characteristics of a nation change little from generation to generation, thus appearing innate, but children taken from one country to another will quickly adopt the characteristics of the people in the new country.[14] This would indicate that the group

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[13]Kurt Lewin, Resolving Social Conflicts, (New York: Harper and Brothers, 1948), xvi.

[14]Ibid., p. 45.

environment can affect genuine changes in the individual.

Lewin states that a (worldwide) change to democracy would require change in vast realms, including increased emphasis on human values, as against superhuman values such as the state, politics, science. It would stress manipulating difficulties rather than complaining about them. It would stress education for independence rather than for obedience. People learn to cooperate and respect the rights of others, whereas autocracy can be imposed on them. Applying this premise to the economic world, Lewin states:

> The experiments in training of democratic leaders, for instance, of foremen in a factory, indicate strongly that it does not suffice to have the subleaders who deal with the small face-to-face groups trained in democratic procedures, either a revolution occurs or the effect of democratic leadership in the lower brackets will quickly fade. This is not surprising because cultural patterns are social atmospheres which cannot be handed out bit by bit.[15]

For the administrator who wishes to employ the power of group influence in motivating his employees, Lewin offers these principles for changing group culture:

> (a) The change has to be a change of group atmosphere rather than of single items.... Technically it means that the change cannot be accomplished by learning tricks. It must be deeper than the verbal level or the level of social or legal formalities.
>
> (b) It can be shown that the system of values which governs the ideology of a group is dynamically linked with other power aspects within the life of the group. This is correct psychologically as well as historically. Any real change of the culture of a group is, therefore, interwoven with the changes of power constellation within the group.

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[15] Ibid., p. 24.

> (c) From this point it will be easily understood why a change in methods of leadership is probably the quickest way to bring about a change in the cultural atmosphere of a group. For the status and power of the leader or of the leading section of a group make them the key to the ideology and the organization of the life of that group.[16]

It is Lewin's belief that democratic group changes must be accomplished through competent, though not autocratic, leadership. Leaders need to be trained who can reach into the sub-parts of the group. Lecture and propaganda are not sufficient.[17]

Lewin points out that any attempt to re-educate, change old values, introduce new methods, will meet with hostility unless the individuals or groups feel that the new ideas are freely chosen by them. The creation of this atmosphere can be accomplished by an atmosphere of freedom and spontaneity, voluntary attendance at informal meetings, freedom of expression in voicing grievances, emotional security, and avoidance of pressure. The group must be made a part of the fact-finding upon which the new action or attitude is to be based.[18]

In a controlled experiment, Lewin compared two groups of children assigned to a project--one group in an autocratic environment, the other democratic. In startling definiteness and rapidity, the autocratically controlled group became apathetic and even hostile, while the democratically controlled children showed considerable cooperativeness and creativity. Lewin feels that this experiment is equally applicable to adults, though he chose children ages ten and eleven because of their greater openness in

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[16] Ibid., p. 49.

[17] Ibid., p. 50.

[18] Ibid., p. 64-68.

revealing reactions. Lewin comments on the experiment results:

> The social climate in which a child lives is for the child as important as the air it breathes. The group to which a child belongs is the ground on which it stands. His relation to this group and his status in it are the most important factors for his feeling of security or insecurity. No wonder that the group that a person is a part of, and the culture in which he lives, determine to a very high degree his behavior and character. These social factors determine what space of free movement he has, and how far he can look ahead with some clarity into the future. In other words, they determine to a large degree his personal style of living and the direction and productivity of his planning.[19]

Applying these same ideas to economics, Lewin says:

> The organization of work, like any other aspects of the organization of the autocratic group, is based on the leader. It is he who determines the policy of the group; it is he who sets the specific goals of action for the members within the group. That means that the goals of the individual as well as his action as a group member are "induced" by the leader. It is the leader's power-field which keeps the individual going, which determines his work morale, and which makes the group an organized unit. In the democratic group, on the contrary, every member has had a hand in determining the policy of the group; every member has helped to lay out the plans. As a result, each is more "we centered" and less "ego-centered" than the member of the autocratic group. Because the group goes ahead under its own steam, its work morale does not flag as soon as the power-field of the leader is eliminated.
>
> 'Acceptance' of the group goals by the member of the autocratic group means giving into a superior power and subordinating one's own will. In the democratic group, 'acceptance' of the group goal by the member means taking it over and making it one's own goal.[20]

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[19] Ibid., p. 82.

[20] Ibid., pp. 116-117.

EDGAR H. SCHEIN

Edgar H. Schein, a professor of social psychology, works with the Organization Studies Group; Sloan School of Management, Massachusetts Institute of Technology. He is also a Fellow of the National Training Laboratories and has researched and written on the psychology of attitude and value change, brainwashing, interpersonal dynamics, and management development. He has been a consultant on management and organizational improvement in both government and private industry.

COMPLEX MAN

Schein works from the premise that a manager's assumptions about people are important in motivation or any other managerial function. Though he sees arguments in favor of Rational-Economic Man, Social Man, and Self-Actualizing Man, Schein prefers a more eclectic viewpoint which he calls Complex Man. Complex man, though individualistic, is in Schein's opinion, more subject to influence from organizations than most theories indicate. In justification of "Complex Man," Schein points out:

1. Man is highly variable. His many motives and their hierarchy are subject to change, and motives interact and combine into complex patterns.

2. Man can learn new motives through his organizational experiences; therefore, the pattern of motivation and his psychological contract with the organization result from complex interaction between initial needs and organizational experiences.

3. Motives in different organizations or subjects of the same organization, or different areas of his job may engage different motives.

4. Man's ultimate satisfaction and the ultimate success of the organization depend only in part on the nature of his motivation. The nature of the task to be performed, the abilities and experience of the person on the job, and the nature of people in the organization all interact to produce a certain pattern of work and feelings.

5. Man can respond to different kinds of managerial strategies, depending on his own motives and abilities and the nature of the task. There is no one correct managerial strategy that will work for all men at all times.

An obvious implication of the Complex Man theory is that over-simplification and overgeneralization should be avoided. The manager needs to be a good diagnostician and he must value a spirit of inquiry. Schein sees the relationship between the individual and the organization as being interactive, unfolding through mutual influence and mutual bargaining to establish a working psychological contract. Understanding cannot be achieved by looking only at the individual or only at the organization.

Since the organization does influence the individual's motives and

attitudes to a great extent, all relationships of the individual to the organization should be considered--selection, training, assignment, as well as management in a manner that will challenge him and provide opportunities to use his maximum potential.[21]

INTER-GROUP CONFLICT

Suggested steps to minimize inter-group conflict and promote collaborative intergroup relations are:

1. Relatively greater emphasis on organization as a whole, with departments measured more on basis of contribution to total effort than individual effectiveness.

2. High interaction and frequent communication stimulated between groups to work on problems of intergroup coordination and help.

3. Frequent rotation of members among groups.

4. Avoidance of win-lose situations; rewards shared equally with all the groups or departments.[22]

ADAPTIVE-COPING CYCLE

The sequence of processes which begin when a change is introduced into the environment of the organization, and end with an effective situation for dealing with the change is the organization's Adaptive-Coping Cycle. The stages of this cycle are seen as:

1. Sensing a change in the environment.

2. Informing the parts of the organization to be affected.

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[21]Edgar H. Schein, Organizational Psychology (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), pp. 48-65.

[22]Ibid., pp. 98-103.

3. Changing organization process according to information obtained.

4. Stabilizing internal changes while reducing or managing undesired by-products.

5. Exporting new products, services and so on, which are in line with the environmental changes.

6. Obtaining feedback on the success of the change.

Failure in any or all of the above steps is not unusual. For successful adapting-coping, all of the above stages must be successfully negotiated.[23]

Schein maintains that,

> ...Organizational effectiveness hinges upon good communication, flexibility, creativity, and genuine psychological commitment. These conditions are to be obtained by (1) recruitment, selection, and training practices which stimulate rather than demean people; (2) more realistic psychological relationships based on a more realistic psychological contract; (3) more effective group action; and (4) better leadership in the sense of goal-setting and value definition. The argument is not based on the assumption that this would be nice for people or make them feel better. Rather, the argument is that systems work better if their parts are in good communication with each other, are committed, and are creative and flexible.[24]

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[23] Ibid., p. 85.

[24] Ibid., p. 106.

CHRIS ARGYRIS

Chris Argyris is Professor of Industrial Administration at Yale University. He has devoted much time to research and consultant activities, making extensive use of depth interview techniques, and has written prolifically on the results of his experimentations.

Based upon his own findings and the theories of other writers including Lewin, Goldstein, Maslow, Rogers, Allport, Herzberg, Vroom, Whyte, and Haire, Argyris states:

> It is our hypothesis that the incongruence between the individual and the organization can provide the basis for a continued challenge which, as it is fulfilled, will tend to help man to enhance his own growth and to develop organizations that will tend to be viable and effective.[25]

PSYCHOLOGICAL ENERGY

Psychological energy, which exists in all individuals, varies with the individual's state of mind, and cannot be blocked permanently. The more that a worker's psychological energy is released toward a goal, the more he is motivated toward the goal. The hypothesis is that psychological energy increases with psychological success and decreases with psychological failure. To experience psychological success, three requirements are essential:

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[25]Chris Argyris, Integrating the Individual and the Organization (New York: John Wiley and Sons, 1964), p. 7.

(1) Self-esteem and ambition, and a consequent search for opportunities to increase the awareness of self and others.

(2) An organization that provides opportunities for work in which the individual is able to define his immediate goals, define his own paths to these goals, relate these to the goals of the organization, evaluate his own effectiveness, and constantly increase the degree of challenge at work.

(3) The society and culture must place value on self-esteem and competence.[26]

GOAL CONFLICT

There is often a conflict between the individual's need for psychological success and the needs for "efficiency" of the organization. This conflict is likely to intensify at about the same ratio as control increases, which will normally mean that conflict is greatest among the lower echelons of workers. Lack of opportunity for psychological success can lead to undesirable re-channeling of psychological energies into adaptive activities such as absenteeism, turnover, quota restriction, goldbricking, slowdowns, trade unions, increasing emphasis on material factors and decreasing emphasis on human factors, non-involvement, withdrawal from work, and alienation.

At the lower level there is frequently apathy, indifference and non-involvement. At upper levels can be found conformity, mistrust, inability to accept new ideas, fear of risk-taking. First-line supervisors spend a lot of time and energy coping with being "the man in the middle."

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[26] Ibid., pp. 34-35.

Too much energy is wasted in these non-productive conflicts working against organizational effectiveness. Organizational effectiveness is the achievement of organizational core activities with a constant or decreasing input while maintaining or increasing output.

The question is how to release greater amounts of psychological energy as an input to promote organizational effectiveness. It would appear that two changes are necessary--modification of the ORGANIZATION to provide greater opportunity for psychological success and self-esteem and EMPLOYEES capable of fulfilling the challenges and accepting the responsibilities involved. The next question -- how much should each change and how is the change to be brought about? How can the goals of the individual and the organization be integrated.[27]

ORGANIZATIONAL STRUCTURE

Argyris suggests that the customary pyramid organizational structure be replaced with a continuum, a whole consisting of interrelated parts in pursuit of a common goal, in which no one part controls or dominates the whole; in which the parts and their interrelationships change to cope with, and adapt to, new stimuli influencing the internal organization. This structure can have varying mixes and degrees to meet the needs of different organizations and/or situations, and would have to be introduced into a traditional organization by steps.

(1) A first step toward the continuum model might be Likert's "Linking Pin" where the basic hierarchy is retained, but groups are linked

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[27] Ibid., pp. 35-145.

to each other through representation, and a greater spirit of freedom is introduced.

(2) Going a step further toward achieving the continuum organization is the participation approach as advocated by McGregor. The Scanlon Plan is an excellent example. Project managers chosen by employees are another approach.

(3) The true continuum is the democratic organization in which the individual has the right and the power (which he may not relinquish) to assist in decisions concerning the very core of organizational activities. Every employee has a vote, freedom to express his opinion, the right of appeal. The aim is the maximum commitment of the individual to organizational goals which are so integrated with his own personal goals that there is no division between the two.

The continuum structure can co-exist with the pyramid structure since line authority may serve better in some instances such as routine decisions, establishment of overall goals, severe stress, emergency decisions, and in instances where individuals do not seek psychological success, or in cases where excessive hostility is displayed for the organization.[28]

THE INDIVIDUAL IN RELATIONSHIP TO THE ORGANIZATION

Assuming that the organization is or becomes an appropriate setting for the release of psychological energy, the need is still present for individuals with sufficient mental health to desire and seek self-esteem

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[28] Ibid., pp. 147-220.

and psychological success.

Regarding this, Argyris points to a seeming contradiction that arises, especially in low-skill jobs, which he refers to as "pseudo-effectiveness" and "individual pseudo-health." Although the worker claims to be relatively satisfied and performs his work adequately, he is low in expectations and ambition and free about admitting that the job is boring and requires little intelligence. In a study involving two plants, Argyris found that narrowness of outlook, strong and almost exclusive emphasis on material rewards, avoidance of interpersonal relationships at work, and restriction of outside interests to beer, TV, an occasional movie, and working around the house characterized most of the lower echelon workers. Interviews with these workers indicated that they were not particularly concerned in changing jobs or their interests and might even be opposed to change.

At first glance, this attitude seems to contradict the current theories of behavioral scientists regarding the universal potential of man. However, it is Argyris' contention that these attitudes are inflicted upon the individual by the pyramid-structured organization and the narrowness of his job. Needing to work, he adapts himself to the organizational environment until his narrowed, low self-esteem attitudes become part of him, and in turn influence his children at home who will later be further molded by the organization, until a "working man's culture" is developed. But if the organization can mold an individual into an undesirable pattern, it can have equal influence in shaping him

into a more responsible, ambitious, creative person.[29] Like revamping the organization, this is a step-by-step process. Job enlargement is an obvious and effective way to start the re-education. Rather than increasing the amount of tasks, enlargement should ideally involve giving the employee more responsibility and control over his own work.

Argyris admits (realistically) that there are jobs that do not lend themselves well to enlargement, but suggests that activities such as assisting in determining quality standards, designing the job, working out time and motion studies or serving as an employee representative may be sufficient to provide the psychological success essential for the release of psychological energy.[30]

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[29] Ibid., pp. 298-314.

[30] Ibid., pp. 228-232.

PART IV

of

CHAPTER III

GENERAL MOTIVATION THEORY

Rensis Likert

Robert Blake/Jane Mouton

Peter F. Drucker

RENSIS LIKERT

Dr. Rensis Likert is president of the Foundation for Research on Human Behavior. He has also served as president of the American Statistical Association, president of the Society for the Psychological Study of Social Issues, member of the Board of Directors of the American Psychological Association, and as a member of the Executive Committee of the International Association of Applied Psychology.

Likert's book, New Patterns of Management, published in 1961, received the Organization Development Council Award in 1961, the McKinsey Foundation Award in 1961-62, and the James A. Hamilton Hospital Administrators Award, 1961. In the introduction, Likert writes:

> Supervisors and managers report in interviews that people are less willing to accept pressure and close supervision than was the case a decade or two ago. The trend in America, generally, in our schools, in our homes, and in our communities, is toward giving the individual greater freedom and initiative. There are fewer direct, unexplained orders in schools and homes, and youngsters are participating increasingly in decisions which affect them.
>
> The fundamental changes in American society create expectations among employees as to how they should be treated. Expectations profoundly affect employee attitudes since attitudes depend upon the extent to which our experiences meet our expectations. If experience falls short of expectations, unfavorable

> attitudes occur. When our experience is better than our expectations, we tend to have favorable attitudes.
>
> ...Also, a longer exposure to the values of an educational system which places emphasis on participation and individual initiative increases the likelihood that these values will be accepted by the individual and carried over into the working situation.[31]

Likert reports that the results from several different studies in widely different kinds of work prove that "employee-centered" managers have higher rates of production than "job-centered" managers.

> The high-producing supervisors and managers make clear to their subordinates what the objectives are and what needs to be accomplished and then give them freedom to do the job.[32]
>
> .....
>
> ...Data from other studies indicate that one of these other motivational forces is the desire to have no conditions superimposed upon the work group which cause competition and discriminatory cleavages among members of the group.
>
> When jobs are excessively routine, the monotony and loss of satisfaction with the work seem to affect productivity adversely. The validity of this conclusion was demonstrated by the results when one of the companies applied the findings to its own operation. The jobs of the employees were made more varied and less specialized. This reduced the extent of function-alization, the number of separate tasks, and the number of separate sections required for the entire operation. With the reduction in the number of sections, one entire hierarchical layer of management was no longer needed. Not only were these salaries saved, but the productivity of the clerical employees increased because of greater variety in the work.[33]

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[31]Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961), pp. 1-2.

[32]Ibid., pp. 7-9.

[33]Ibid., p. 16.

GROUP FORCES

Studies indicate that compatible groups with the same goal as the organization are a strong and favorable force. Highest rated supervisors tend toward frequent group work-meetings where employees feel that their ideas are genuinely respected.[34]

SUPPORTIVE RELATIONSHIPS

Likert says:

> The organization consists of a tightly knit, effectively functioning social system. This social system is made up of interlocking work groups with a high degree of group loyalty among the members and favorable attitudes and trust between superiors and subordinates.[35]

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationship with the organization,

> each member will, in the light of his background, values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance.[36]

THE "LINKING PIN" THEORY

Likert believes an organization functions best when its personnel function as members of highly effective work groups with high performance goals. Management should deliberately try to build these groups, linking them into an overall organization by means of people who hold overlapping group membership.

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[34] Ibid., pp. 26-28.

[35] Ibid., p. 99.

[36] Ibid., p. 103.

In the efficiently functioning "linking pin" organization, management is in close contact with the supervisor who is in close contact with the individuals immediately below him and so on to the lowest echelon, thus each group is linked to the other from above and below. This is preferable to the traditional man-to-man organization where communications downward are too often misinterpreted and communications upward are apt to be guarded or non-existent.

Furthermore, when it's "every man for himself" intragroup rivalries are likely to work against the overall goals of the organization.[37]

Hopefully, the supervisor will have the full confidence of both management and his workers, allowing communications to flow smoothly downward and upward. It is important that management communicates freely and honestly with the supervisor and that the workers feel that the supervisor is (1) approachable, part of their team, and that (2) he possesses genuine influence with management, assuring that their ideas, grievances, accomplishments, etc. will not only get a fair hearing, but that they will be seriously considered. Likert suggests that meetings occasionally be held over <u>two</u> hierarchical levels to double-check the linking effectiveness. Staff groups and committees also provide multiple overlapping groups through which the organization is linked together.

Obviously the supervisor acting as a link between management and workers, operating to the advantage of both, cannot be effective if the goals of management and the desires of the workers are in opposition. This situation leads to awareness when conflicts of interest or goals are

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[37] <u>Ibid.</u>, p. 105.

manifested and provides a better framework to resolve the conflicts.[38]

THE HIGHLY EFFECTIVE GROUP

Groups, per se, are neither inherently good or bad. Groups can force rigid conformity, or waste time reaching decisions. However, the effective group must be recognized as a potentially powerful motivating force. The effective group will have as its characteristics unity, mutually accepted goals, capable but not domineering leadership, a sense of security and freedom for its members, a respect for individual ego forces.[39]

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[38] Ibid., pp. 110-117.

[39] Ibid., pp. 162-177.

ROBERT R. BLAKE, PH.D.

President, Scientific Methods, Inc., Austin, Texas.

JANE S. MOUTON, PH.D.

Vice-President, Scientific Methods.

Blake/Mouton see a manager's task as one that develops and maintains a culture that sustains efficient work performance of highest quality and quantity; fosters and utilizes creativity; stimulates enthusiasm for effort, experimentation, innovation and change; takes educational advantage from interaction situations; looks for and finds new challenges.[40]

THE MANAGERIAL GRID

The Managerial Grid strives to compare alternatives available to a manager, help the manager measure his own managerial style, and define the behavioral requirements of shifting from one style toward any other. As a management theory, it is more flexible than either the "scientific management" or "human relations" school, taking in the considerations of both approaches. It is not either/or, such as autocratic/democratic; authoritarian/participative; production-centered/people-centered; TheoryX/ Theory Y. The Grid allows for combinations of the various theories, which

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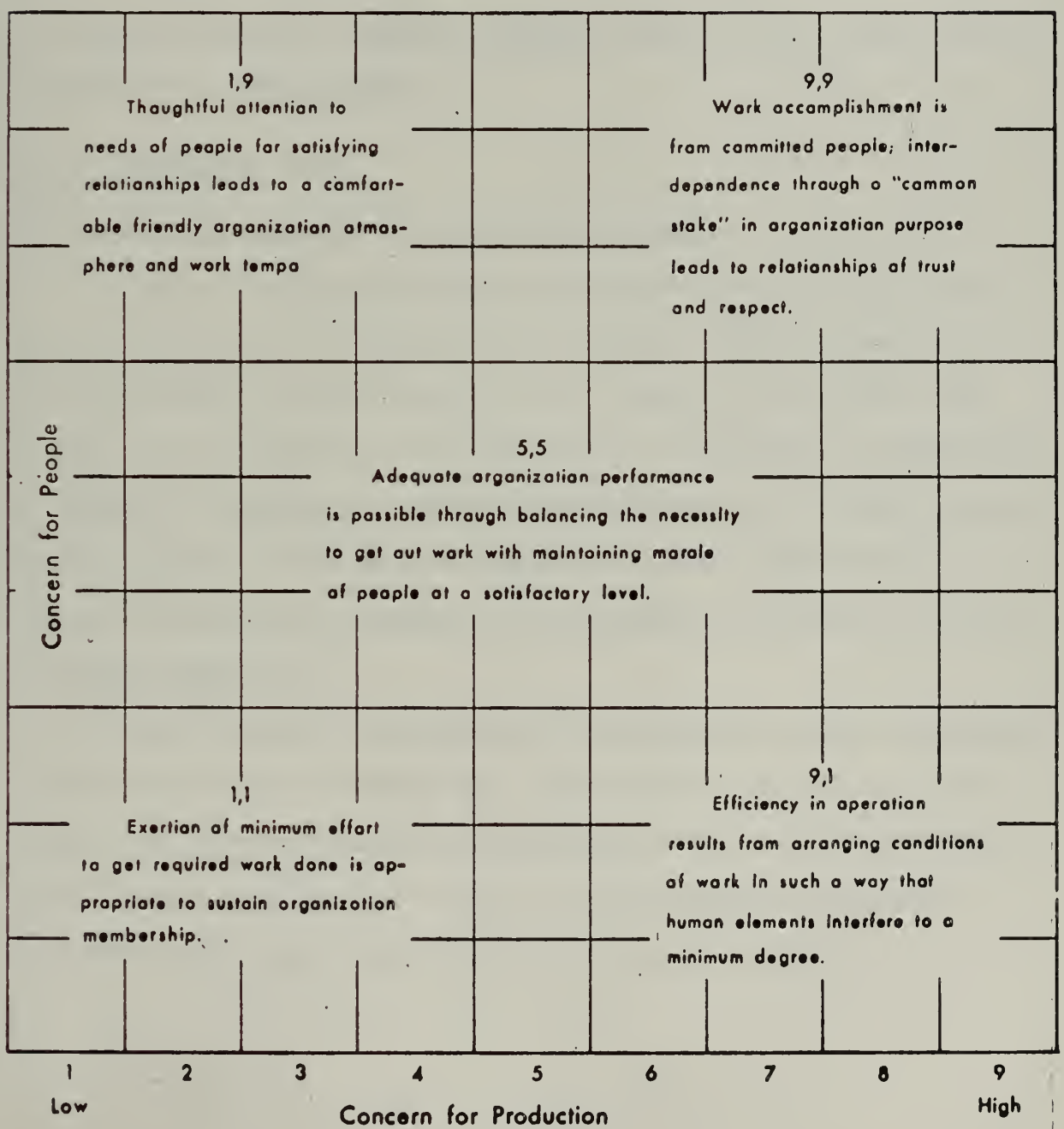
[40]Robert R. Blake, Jane S. Mouton, The Managerial Grid (Houston, Texas: Gulf Publishing Company, 1964), pp. ix, x.

is more in keeping with the reality imposed by manager personalities, worker personalities, diversity of organizations and situations.

Every organization has these elements in common--PURPOSE, PEOPLE, and HIERARCHY. The Managerial Grid is a measure of how a boss is concerned about production and how he concerns himself about people, and how the two intertwine.

The Grid©


9
8
7
6
5
4
3
2
1
1,9
Thaughtful attentian to needs of peaple far satisfying relatianships leads to a camfortable friendly arganizatian atmasphere and work tempa
9,9
Work accamplishment is fram cammitted people; interdependence thraugh a "cammon stake" in arganizatian purpose leads to relatianships af trust and respect.
5,5
Adequate arganizatian perfarmance is passible thraugh balancing the necessity to get aut wark with maintaining marale af peaple at a satisfactary level.
1,1
Exertian af minimum effart to get required wark done is appropriate to sustain arganizatian membership.
9,1
Efficiency in aperatian results fram arranging conditians af wark in such a way that human elements interfere to a minimum degree.
Concern for People
1
2
3
4
5
6
7
8
9
Low
Concern for Production
High

The horizontal axis indicates concern for production while the vertical axis indicates concern for people. The number 1 indicates minimum concern. The five combinations depicted on the grid represent "pure" theory; there are other combinations available, a total of 81. Thus 1,1 indicates minimum concern for production with minimum concern for people, while 1,9 indicates maximum concern for production with maximum concern for people. None of the combinations is inflexible, but one set of assumptions will usually indicate a manager's dominant style and often another might be considered as a back-up style.

THE 9,1 MANAGERIAL STYLE

High concern for production--low concern for people.

This style seems to presume contradition between organizational needs of production and personal needs of people. The 9,1 manager is a stern task-master, driving himself and his people. Plan, direct, and control are his watchwords; the relationship of supervisor to subordinate is authority to obedience. Mistakes are considered due to human error and must be punished. Uniformity of action is the aim. Communication is formal and predominately downward. The management technique for conflict is largely suppression.

The 9,1 managed organization is likely to have numerous underground conflicts and a lack of creativity. When creativity exists, it is more likely to be directed against the organization than toward organization goals. Worker reactions are likely to include apathetic compliance, hostility, retaliation through destructiveness, unionization.

THE 1,9 MANAGERIAL STYLE

Low concern for production--high concern for people.

As in 9,1 management, the assumption is that production reqùirements are contrary to the needs of people, but the 1,9 manager sees the needs of people as being of dominant importance. He attempts to arrange conditions of work which will permit people to fill them with ease, comfort and security. He is friendly, jovial, encouraging, warm, accepting, understanding. They keyword of the 1,9's organization is togetherness, one big happy family, a country-club atmosphere. Conflicts are smoothed over. Reports of a 1,9 to his superior are often sugar-coated. Issues and goals tend to be presented in such a general way that everyone can agree with them.

Gossip is frequently an outlet for hostility and frustrations in the 1,9 organization. Creativity is usually low. Selection is largely on a basis of "fitting in." Relationships often only appear to be harmonious, because problems and conflicts are not solved. The "fat, happy" organization is vulnerable to being run out of business by a more efficient organization.

THE 1,1 MANAGERIAL STYLE

Low concern for production--low concern for people.

Here also, an incompatability is assumed to exist between production and people, but since the 1,1 management is not much concerned with either, he does as little as he can get away with and still remain with the organization. The 1,1 manager puts people on jobs and leaves them

alone. Primarily, he is a message-carrier, non-committal, evasive of responsibility. His purpose is self-survival within the system for eventual security through isolation from both his boss and his subordinates. The strategy for dealing with conflict is to avoid it. Literally speaking, he is not "managing" at all.

Worker morale reactions vary. The self-starter may thrive for a time; sometimes a boss two layers up will provide leadership; some workers resign to escape; numerous workers may react with a 1,1 attitude of their own.

THE 5,5 MANAGERIAL STYLE

Intermediate concern for production--intermediate concern for people.

Equilibrium and compromise are the keywords of the 5,5 manager. He likes to keep people reasonably satisfied and production adequate. It is a "balance act." Manager 5,5 is dedicated to the "carrot and stick" approach. Traditions, precedents, and established rules and regulations are authoritative. Regarding goals, the 5,5 manager likes to aim at a target, achievable but not high-pressure. He is a middle-of-the-road individual. His method is often practical instead of systematic management. Conflict is met with compromise, often by a union of two sets of ideas or separation of individuals. The 5,5 manager is a go-between, the connecting rod between organization and man. He is a good "organization man."

Creativity is not likely to emerge in this tradition-bound environment. The system is workable, probably over a long period of time, but is a poor basis for promoting innovation, creativity, discovery,

novelty. Further, the status quo results of long-term 5,5 management can result in being left behind as other organizations utilize better management practices.

THE 9,9 MANAGERIAL STYLE

High concern for production--high concern for people.

The 9,9 manager assumes no inherent conflict between organizational purpose and the needs of people. He seeks to involve workers and their ideas in determining the conditions and strategies of work. One of his basic aims is to promote the conditions that integrate creativity, high productivity and high morale through concerted team action. Accomplishment and contribution are the 9,9 keywords.

The 9,9 approach is that when people understand the organization's goals, know their ideas make a contribution, and have an influence on and a stake in the accomplishment of the goals, autocratic control is not necessary. They key is involvement and participation. It is assumed that mistakes are caused by misunderstanding and the cause needs to be corrected. Communication is upward and downward in a framework that promotes openness and honesty. Conflict is managed by confrontation. This means examining the conflict, assessing it, and working out conditions for its resolution. Commitment is the goal of the 9,9 manager.

Creativity usually flourishes in the 9,9 atmosphere since frustration, hostility, underground resentments, fear of failure should be relatively absent, and integration of individual and organizational goals should be present.

Blake/Mouton present 9,9 management as the ideal. They see it as the management style of the future, the only style that fully and genuinely motivates by its tapping of creative potential and achievement of increased performance through people who are involved in attaining organization goals.

MANAGERIAL FACADES

The preceding managerial approaches vary in effectiveness, but each is honest and well-intended. Facade management, on the other hand, is manipulative, a pretended approach to mask real motives, with full knowledge of one's duplicity. Machiavelli and Dale Carnegie advocate the facade approach on occasion. Praising a worker, feigning sincere interest, withholding negative information, delegating punishment, expressing maneuverable convictions, joining the winning side in conflict, tactical accommodations, incomplete delegation of authority, manipulating clique action are all examples of facade management.

The usual reasons for facade management are the achievement of personal goals by an individual not bound by the usual code of moral ethics, or an individual striving for a position beyond his skills and capabilities. Facade management is a personal barrier to the achievement of 9,9 management.[41]

The manager concerned with motivating his workers can see where he fits on the scale, or where he would like to fit on it. Blake/Mouton feel this knowledge will be helpful in moving toward the 9,9 ideal.

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[41] Ibid., pp. 18-224.

PETER F. DRUCKER

Peter F. Drucker received a doctorate in public and international law from the University of Frankfurt in Germany. He has worked as an economist, financial advisor, newspaper correspondent, college professor, and business consultant to organizations such as General Motors, General Electric, Sears; and various U. S. Government agencies.

Drucker sees a change in organizations that reaches through the military, the university, business, and service organizations. Leaders are now commanding people whose knowledge specialties exceed their own; individuals who, though theoretically subject to the leader's discipline or dismissal, are really "bosses" themselves. This situation demands a new kind of management, but there are still many organizations being run as though this were still 1910.[42]

Today's "average" worker has the education of the upper class of yesterday and will expect more opportunity. Yet only a small minority can get ahead. Therefore, the challenge must be met to make every job meaningful and capable of offering satisfaction. An effective relationship of function, rank, rewards and responsibility must not only exist for professionals but for all employees.[43]

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[42]Peter F. Drucker, Landmarks of Tomorrow (New York: Harper & Brothers, 1959), pp. 68-73.

[43]Ibid., p. 121.

In The Practice of Management,[44] his most widely read book, Drucker sets forth the following ideas on management.

The first problem and responsibility facing any business is not the maximization of profit, but the achievement of sufficient profit to cover the risks of economic activity and thus to avoid loss. The second responsibility is growth. The responsibilities exist to society because society grants the organizations the right to serve in their capacity.

Drucker sees the job of a manager as being not bureaucratic, autocratic, or democratic, but ENTREPRENEURIAL. The manager's basic operations are these: sets objectives; organizes, motivates and communicates, measures achievements against goals, develops people. The manager has two specific tasks: (1) creating a true whole larger than the sum of its parts and (2) harmonizing in every decision and action the requirements of immediate and long-range future. The tools at the manager's disposal are information, the written and spoken word, the language of numbers.

Much of management is decision-making.

The manager who hopes to obtain peak performance must realize that responsibility, not satisfaction, is the only real motivation. To reach the goal of the responsible worker, the manager needs to: concentrate on careful placement, focus on a high goal, demand and set standards of high performance, provide the worker with information needed to control himself, give worker opportunity for participation that will give him managerial vision, even if only leadership in organization activities. There is much talk about making the worker FEEL important. He will feel important only if

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[44]Peter F. Drucker, The Practice of Management (New York: Harper and Bros., 1954).

his work IS important.

MANAGEMENT BY OBJECTIVES

Managers are a basic resource in any business, its scarcest and most expensive resource. In the future, with automation and changing organization theory, there may be scarcely any "workers" at all. With everyone working at manager or near-manager capacity, it is vital to understand the requirements for "managing managers": managing by objectives and self-control, proper structure of manager's job, creation of right spirit in the organization establishment such as chief executive and Board of Directors, provision for tomorrow's managers, establishment of sound structural principles of organization.

Management by objectives and self-control, the number one requirement, means that the manager's performance must be based upon the goals of the business. He must know these goals and what is expected of him for their achievement. In turn, the manager's superior must know what to expect of him. Essentially the manager's job is based on the measurable task of obtaining the company's objectives, with as broad a scope of authority as possible.

Drucker sums up his philosophy of the manager's responsibility to the individuals in his organization in this thought-provoking statement:

> ...a manager develops people. Through the way he manages he makes it easy or difficult for them to develop themselves. He directs people or misdirects them. He brings out what is in them or he stifles them. He trains them to stand upright and strong or he deforms them. Every manager does these things when

he manages -- whether he know it or not. He may do them well, or he may do them wretchedly. But he always does them.[45]

[45] Ibid., p. 344.

CHAPTER IV

OTHER CONTRIBUTIONS

MANAGEMENT JOURNALS

A number of management theorists and practitioners are in agreement with portions of the theories in Chapter III, but question whether any one theory can be a sufficient guideline for the complexities of employee motivation.

In the Harvard Business Review, an article titled "Beyond Theory Y" states that Douglas McGregor's Theory Y with its concepts of participative management represented a step forward in management theory, but McGregor himself suggested that Theory Y would soon be replaced or supplemented by new knowledge. Morse and Lorsch, authors of the article, suggest that this has happened.

Recent studies indicate that managers do not have to choose between classic theory and Theory Y -- that there is no one best organizational approach, but that the right approach depends on the nature of the work to be done. With highly predictable tasks, a formalized hierarchy works better. With highly uncertain tasks that require extensive problem solving, organizations that emphasize self-control and participation are more effective. The authors suggest the "Contingency Theory: the fit between task, organization and people." They offer a "sense of competence" (achievement of goals) as essential to motivation, but point out that this

may be reached in different ways by different people. Once a competence goal is set, a new higher one is set. This is more likely to occur when there is a fit between the task and the organization. There are indications that people gravitate toward organizations that fit their particular personalities, and this probability ought to be kept in mind in selection.

In a comparison study of two similar manufacturing plants, the more rigidly controlled proved to be higher in production, worker morale and motivation. A corresponding study in two research laboratories proved the more rigidly controlled to be lower in accomplishment, morale, and motivation.

Morse and Lorsch believe that the question, "Which approach is best--classical or participative?" will be replaced by a more realistic question, "What organizational approach is most appropriate given the task and the people involved?"[1]

Clare W. Graves, in the Harvard Business Review, suggests that as many as seven different motivational systems are necessary to reach employees at various behavior levels.

An employee, says Graves, is not a "thing" to be managed by a set of managerial principles, but should be managed by principles appropriate to his level of behavior. Man has a hierarchy of needs and progresses gradually from one plateau to another, or perhaps stabilizes at a certain level. During times of stress, he may regress to a lower level. But at any level, he will respond positively only to the principles of management

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[1]John J. Morse, Jay W. Lorsch, "Beyond Theory Y," Harvard Business Review (May-June, 1970), pp. 61-68.

appropriate to that level.

Graves' fourteen years of research indicate to him seven definable levels of human existence, and for each, he conceives a motivational system, value system, and appropriate managerial system.

Graves feels that managing people in the manner best suiting their level of development is appropriate, giving them more dignity and identity than "manipulating" them through theoretical approaches such as 5,5 or 1,9 on the Managerial Grid when the same approach is not suitable to everyone. In return for this appropriate "personalized" management and recognition, the employee is likely to give good work. Graves' "seven levels" appears on the following page.[2]

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[2]Clare W. Graves, "Deterioration of Work Standards," Organizational Development Series, Part II, Reprints from Harvard Business Review (1964-66), pp. 113-122.

LEVEL OF EXISTENCE	MOTIVATIONAL SYSTEM	VALUE SYSTEM	APPROPRIATE MANAGERIAL SYSTEM
1. AUTISTIC	Physiological	Amoral	Close care and nurturing
2. ANIMISTIC	Survival	Totem and Taboo	Simple Demonstration; Force
3. AWAKENING	Order	Constrictive	Moralistic and Prescriptive
4. AGGRESSIVE, POWER-SEEKING	Mastery	Power	Personal, Prescriptive, Hard-bargaining
5. SOCIOCENTRIC	Belonging	Group-mindedness	Participative-Substitutive
6. AGGRESSIVE INDIVIDUALISTIC	Self-Esteem	Personal	Goal-setting without prescribing means to goals.
7. PACIFISTIC, INDIVIDUALISTIC	Information	Cognitive	Acceptance and Support

Raymond E. Miles suggests that managers go beyond the Human Relations School and look forward to the more imaginative concept of Human Resources. He points out that the Scientific Management of Taylor, Gilbreth, and Gantt led to Industrial Engineering with its simplification, specialization, and routinization. Researchers of recent decades felt that workers had needs denied by the rigid organization, and the Human Relations School was inaugurated, with favorable response. Both schools stress what the manager must do with or for his subordinates. They do not urge the manager to find out what his subordinates can do for him and the organization.

Miles feels that formal organizations are far more richly endowed with human resources than they realize, but (1) management often does not realize that these resources exist, and (2) management is not clear how to create an environment where the talent could be used, and (3) the prospect of unleashing talent is frightening.

Miles believes that the typical organization views subordinates as problem-makers rather than problem-solvers. It is his contention that giving maximum responsibility and a degree of autonomy to employees almost always works to the advantage of the organization, but that managers worry, "What if it doesn't work?" The author feels that little, if anything, will be lost. It is his theory that organizations which genuinely believe in Human Resources will prosper. Organizations that do not adequately utilize their human resources cannot be said to be well-managed, even though they appear to be healthy, because good

management implies growth and development through the utilization of all available sources.[3]

Professor James A. Lee theorizes about the theorists. It is his contention that contemporary theories mirror the cultural changes that are taking place. Managers can actually do little about these changes except to be aware of them and manage accordingly.

Lee says that theorists often feel that managers have not accepted their findings concerning Human Resource Management. Lee defines Modern Human Resource Management as "the overlapping theories and concepts of behavioral theorists such as Douglas McGregor, Frederick Herzberg, Chris Argyris, Rensis Likert, Robert Blake and Jane S. Mouton, and Abraham Maslow."

Concerning the seeming slowness of acceptance, Professor Lee comments that MHRM theory is always addressed to management which he finds somewhat incongruous inasmuch as it cannot be applied without the cooperation of employees. He sees most modern theory as a description of cultural changes taking place in certain Western societies, and as cultural changes are usually slow and uneven, the adoption of MHRM follows the same pattern. Nevertheless, the general direction of change appears to be consistent, which is, as Lee sees it:

AWAY FROM: Elitism (blood, class, technical).

Mechanistic organizational structures.

Sacredness of management right and institutional policies and procedures.

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[3]Raymond E. Miles, "The Affluent Organization," Organizational Development Series, Part II, Reprints from the Harvard Business Review (1964-66), pp. 60-80.

	Formal discipline based upon position authority.
TOWARD:	More autonomy for individuals in institutional settings.
	Greater demand for information affecting autonomy, health, and security, and increased ability to get this information.
	Wider participation in institutional planning and decision making.
	Greater dependence upon individual's judgment in institutional task performances.

Most of these changes cannot be directly controlled by the manager. They spring from technological and economic changes, educational changes; and changes within the family which is viewed as a barometer of what to expect in other areas of the culture. Theorists and managers will not have as much influence on cultural changes as cultural changes have on them.

Lee contends that most behavioral scientists are professors who tend to associate with other professors and students, all with strong autonomy needs of their own. They report all successes and few, if any of their failures. Despite this, Lee sees research and theory as being of considerable helpfulness if a reasonable rate of change can be accepted and if the following approach is kept in mind:

1. Avoid all theory that suggests that managers alone can become the major direct change agent of organizational behavior.

2. For major organizational changes, double the behavioral scientist's estimate of the time needed and triple your own.

3. Determine organizational changes according to the company's goals, not fads, or currently popular theories.

4. Be aware that the subcultures of diverse organizations require different management approaches.

5. Do not introduce significant change unless most top people are prepared to accept the tension that will result, at least temporarily.

6. Determine if change has a likelihood of success.

7. Work with behavioral scientists to determine how desired changes can best be produced.

8. Don't try to change attitudes, and then behavior. Strive for changes in behavior; attitude changes follow.[4]

In sharp contrast to most contemporary management spokesmen, Robert N. McMurry is skeptical of participative-democratic organizations, and does not see them as the wave of the future, at least not the foreseeable future. McMurry doesn't think they will work because:

1. There are many employees unwilling to make the positive effort required and other who dislike their work. To count upon their creative energy, McMurry says, is "silly".

2. Very few members of top management are really sympathetic to "bottom-up" management.

3. A wrong decision can prove very disrupting and costly. Uniformity of policies and practices must exist throughout the organization.

4. Middle-management is composed largely of average-talent,

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[4]James A. Lee, "Behavioral Theory Vs. Reality," Harvard Business Review (March-April, 1971), pp. 20-28, 156-159.

somewhat insecure bureaucrats who "live by the book" and they tend to choose their successors in their own image.

5. Employees frequently interpret democratic supervision as a right to veto management's decisions (while having no positive contributions of their own), or as lax supervision, thus resenting any attempt to impose discipline.

6. Group decisions are usually conservative and opposed to innovation, and do not necessarily represent the opinions of all members.

McMurry feels that many employees will be best motivated by a "benevolent autocracy." This implies a strong and just leader who inspires confidence, tells them what to do, makes policy decisions, but is personally interested in them and their problems. Within this structure, they need opportunities to make contributions and to feel that they have some voice in their own destinies. McMurry advocates a democratic climate, effective leadership, a rigid structure with maximum freedom within the structure. McMurry concludes:

> But benevolent autocracy, while it is neither idealistic nor inspiring, is practical. It accepts people as they are and recognizes particularly that most people prefer to be led....
> ...While hardly a noble philosophy of management, it does have one invaluable attribute: where it has been tried, it works.[5]

McMurry's outlook would seem to indicate that what is more or less in operation in organizations other than the more progressive, is satisfactory. Washington Post columnist Nicholas von Hoffman presents a less optimistic viewpoint:

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[5]Robert N. McMurry, "The Case for Benevolent Autocracy," Organizational Development Series, Part I, Reprints from Harvard Business Review (1958-64), pp. 84-92.

Harold L. Sheppard...is a member of the staff of the W. E. Upjohn Institude for Employment Research, and he has been going out and interviewing white, male factory workers.

His conclusion is that about a third of them have the blues, as he puts it. That's a lot of unhappy people, and whether or not these are the same workers--Sheppard doesn't know--who're responsible for the absenteeism, the carelessness and the sabotage, it's important to know why they've got the blues and what else they may share.

Workers with the blues are prone to be disappointed men who hoped on graduation from high school they'd be better off financially than they are. They're guys who see themselves as being in dead-end jobs and are bothered by it. In line with this, Sheppard's figures show that the blues fall most frequently on older workers with more education. This is ominous. It suggests a progressive embitterment of people who went to school thinking they could get ahead and then found out it wasn't so. Since more people are now going to school longer, we can expect more workers with the blues unless some changes are made.

.....

Sheppard's unhappy third also regard their work as dull, repetitive and demanding only a small fraction of their talents and abilities. So great is the discontent that Sheppard found, he's compelled to ask, "...What about those institutions or patterns that now operate under the assumption that the individual must remain in jobs providing so little in the way of variety, freedom, and the use of potential ideas and skills?"

.....

In times past, men were stuck their whole lives through with miserable jobs. They hated them but they did them well out of fear of hunger and obedience to a class system which taught them that certain joys and satisfactions pertained only to their betters. That's gone. Now we can try to reimpose the old social discipline through high unemployment rates and other dubious draconian devices or we can cast about for other ways to get the stinky, guck work done.[6]

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[6]Nicholas von Hoffman, "In Classless America, Blue-Collar Blues," The Washington Post (March 15, 1971), p. B1, B4.

HOSPITAL JOURNALS

Evidence from hospital publications, as well as interviews, acquaintanceship, and correspondence with Hospital Administrators indicates that as a group they are very motivation-conscious and disposed to give careful consideration to new developments in management/motivation research.

A practical example of analyzing and meeting the needs of nurse's aides is offered by Sparks Regional Medical Center (326 beds), Fort Smith, Arkansas.

Approximately 15% of the hospital's employees were nurse's aides. Turnover was high and morale and performance were often low. After diagnosing what they believed to be the problems, the administrative staff introduced the following changes with considerable success:

1. Screening was done more carefully, with particular emphasis on the motivation of the prospective aide.

2. Aides were assigned a "big sister," a more experienced aide, whose role was to help the new aide adjust to her first assignments after training.

3. Three levels of Nursing Aide jobs were developed:

   (a) Nurses Aide: first year, primarily a learning time.

(b) Senior Nurses Aide, second year. After passing an appropriate examination. Identified by uniform emblem. Salary increase.

(c) Nurse Assistant. Required a high school diploma, six-weeks training course at the hospital. Performs more advanced nursing care than aides. Salary increase.

4. Aqua blue pinafore uniforms were exchanged for white shifts with shoulder emblems designating level of the aide.[7]

At the 385-bed Baptist Memorial Hospital, Oklahoma City, a work study indicated that housekeeping workers were "non-productive" 31.9% of the time on the day shift, 26.1% on the night shift, and worked only at 60% efficiency during worker time.

To remedy the problem, the director of the housekeeping department and the administration formulated a statement of specific objectives:

1. Increase productive work time 20%.

2. Increase output effort of all employees 10%.

3. Decrease absentees 10%.

4. Decrease turnover rate 20%.

5. Improve work quality; reduce callbacks 30%; provide a housekeeping inspection plan; formulate rating system.

6. Develop a procedure manual.

The major problems were seen as lack of continuity and lack of sense of pride in work accomplishment, and lack of incentive. To counteract the problems, these Programmed Work Steps were planned:

1. Increase productive work time on the job

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[7]Charles R. Sheffield, "Upgrading Nursing Aides," Hospitals, Journal of the American Hospital Association (Dec. 16, 1970), pp. 61-64.

A. Standardize all equipment
B. Improve control of break periods
C. Improve control of "sign ins"
D. Improve supervisory control

2. Increase output effort of all employees

A. Instill the realization of importance of job performance to total hospital effectiveness
B. Improve training
C. Provide closer supervision

3. Decrease absenteeism by 10 per cent

A. Improve interest in jobs by creating personal accomplishment goals
B. Instill the importance of the employee's presence by better communications
C. Provide challenging work situations

4. Decrease turnover by 20 per cent

A. Improve training of employees
B. Increase frequency of personal contacts with each employee
C. Create evaluation conferences with employees
D. Improve future pay possibilities for employees

5. Improve the quality of work performed

A. Reduce callbacks by 30 per cent
   1. Establish a formal training program for work practices
   2. Standardize procedures with a written procedure manual

B. Provide a housekeeping inspection plan
   1. Daily inspection by supervisors
   2. Weekly inspection by department head and supervisors
   3. Monthly inspection by administration, department head, and supervisors

6. Formulate a rating system

A. Provide checklist of items for departments to report

B. Encourage feedback to housekeeping department from other departments

To give recognition, the employees were rated weekly by their supervisors and the results of highest rated employees posted on bulletin board. Employees receiving 95 or higher received five dollars in cafeteria food coupons.

The results were considered gratifying. Absenteeism dropped from 58 instances per month to 35. Turnover decreased steadily as did call-backs. There was an increase in productive time, though not in effort. Morale improved. The hospital intends to follow up with further management by objectives plans in other departments.[8]

Good Samaritan Hospital, Cincinnati, Ohio introduced a promotion-from-within policy. All vacant positions were posted on the hospital bulletin board. If an employee possessed the qualifications for a given job, he would be considered along with other applicants. If accepted, the routine notice would be given to his present supervisor. The employees reacted favorably, and as soon as they realized that a mass exodus from their departments would not result, the supervisors gave their approval. In the first few months, nine employees moved to higher pay grades and one changed departments, but stayed in the same pay range.

James H. Ford, Jr., Good Samaritan Hospital Administrator, says:

> Management may consider the advantage in terms of benefits for the hospital--increasing the value of the hospital's investment in an employee, reducing personnel turnover, increasing productivity, reducing recruiting costs, and improving morale. The employee may view the same advantages from a different perspective--as an

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[8]David W. Lapp, "Environment Sanitation -- Management by Objectives," Hospitals (Aug. 16, 1970), pp. 136-141.

opportunity for more pay, more job satisfaction, more desirable working conditions; as an opportunity to learn the description and specifications of the next step-up; and as a chance for continuing self-development and self-fulfillment.

The real advantage of such a practice in the hospital is the reduction in the number of dead-end jobs. Why should a nursing aide be retained in that position if she is qualified to be a file clerk? Why should a ward clerk be refused the opportunity to be a junior secretary? Is it unreasonable to allow an orderly to bid on a cashier position? Should a maid not be allowed to apply for an open admission clerk position?....

If an employee is willing to undertake additional training on his own time, he should be made aware of the vacancies that occur and be afforded an opportunity to apply for the open position. If an employee is not allowed to advance at his present place of employment, he will apply elsewhere.[9]

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[9]James H. Ford, Jr., "Promotion from Within," Hospitals (May 16, 1970), pp. 69-71.

CHAPTER V

MOTIVATIONAL CONCEPTS CURRENTLY PRACTICED BY NAVY HEALTH CARE ADMINISTRATORS

ADMINISTRATOR QUESTIONNAIRES

The questionnaire utilized in the administrator survey was headed MOTIVATION PRACTICES. The administrators were asked to: "Please indicate five items from the list below which you believe are the most important of consistently practiced non-monetary motivational concepts at your hospital."

This request was followed by a list of twenty-eight motivational factors based upon Maslow's Hierarchy of Needs and Herzberg's "satisfiers" and "dissatisfiers." The list of factors with their classifications are given in Chapter VII of this paper.

The object of the questionnaire was to determine:

(1) What the administrators actually are doing to further motivation.

(2) To what extent do the motivational practices of Naval Hospitals agree with the theories of leading behavioral theorists?

Prior to mailing the out-of-area questionnaires, a test was conducted at a Washington, D. C. area Naval Hospital. Eight questionnaires were taken personally to eight administrators for marking and discussion. The purpose of the test was to determine the clarity and validity of the questionnaire. The administrators generally felt that the questionnaire

was clear and that the results would be valid. The results of the test series are given below:

6	Convey the feeling that every employee's job is important
4	Respect for each employee as a person
4	Chance for promotion
3	Steady employment
2	Good physical working conditions
3	Tell employees when they do a good job
3	Large amount of freedom on the job
2	Chance to turn out quality work
2	Opportunity to do interesting work
2	Discuss performance ratings so employees know where they stand
2	Opportunity to plan own work
1	Not having to work too hard
1	Employees knowing what is going on in the organization
1	Having written job descriptions
1	Employee agreement with the hospital's objectives
1	Opportunity for self-development and improvement
1	Giving employee chance to work without direct or close supervision
1	Having efficient supervisors
40	TOTAL

A second set of the Motivation Practices questionnaires was distributed to the thirty students at the Naval School of Health Care Administration at the National Naval Medical Center. Each of these officers has worked in some administrative capacity in hospitals or

medical facilities. For the most part, they are young officers; their education is contemporary, and their influence will be strongly felt as future administrators. They were asked to list what they considered to be the five most important of consistently practiced non-monetary motivational concepts at the last hospital where they were stationed. The following list represents the thinking of the current NSHCA class:

15	Convey the feeling that every employee's job is important
14	Respect for each employee as a person
14	Chance for promotion
14	Employees knowing what is going on in the organization
14	Opportunity for self-development and improvement
11	Opportunity to do interesting work
11	Steady employment
9	Discuss performance ratings so employees know where they stand
8	Tell employees when they do a good job
7	Good physical working conditions
6	Employee agreement with the hospital's objectives
4	Opportunity to solve work-related problems
4	Giving employee chance to work without direct or close supervision
3	Having written job descriptions
3	Having efficient supervisors
3	Opportunity to plan own work
2	Adequate rest periods or coffee breaks
2	Chance to turn out quality work

2	Large amount of freedom on the job
1	Having a local house organ, employee paper, bulletin board
1	Not having to work too hard
1	Having an employee council
1	Having employees attend staff meetings
150	TOTAL

Thirty letters were then sent to the Administrative Officers of Naval Hospitals throughout the United States, each containing a cover letter, return envelope, Motivation Practices questionnaire to be filled out by the Administrative Officer, and five questionnaires to be filled out by non-professional employees of the hospital. This group, of course, represents senior officers with a considerable amount of experience, having served in various capacities in several health care facilities. Twenty-seven replies were received with the following results:

21	Convey the feeling that every employee's job is important
19	Respect for each employee as a person
15	Tell employees when they do a good job
14	Steady employment
13	Employees knowing what is going on in the organization
13	Opportunity for self-development and improvement
7	Having efficient supervisors
6	Opportunity to do interesting work
5	Good physical working conditions
5	Chance for promotion

5	Giving employee chance to work without direct or close supervision
3	Employee agreement with the hospital's objectives
2	Chance to turn out quality work
2	Fair vacation arrangements
1	Having a local house organ, employee paper, bulletin board
1	Discuss performance ratings so employees know how they stand
1	Employee knowing he will be disciplined if he does a bad job
1	Close supervision
1	Opportunity to plan own work
135	TOTAL

An immediate observation is that the test group, NSHCA class, and Administrative Officers all show a majority selecting the same factors as being first and second in importance:

1. Convey the feeling that every employee's job is important
2. Respect for each employee as a person

Both the test group and NSHCA class also consider Chance for Promotion in second place according to number of votes. The Administrative Officers gave it a lower place on the list, but rated Opportunity for Self-Development and Improvement highly. Steady Employment is near the top of the list in each group. There is some variety in the remaining factors, but generally a close correlation.

The only factor receiving no votes from any of the 65 administrators is Having Employee Services Such as Recreational and Social Activities. The only notable discrepancy is that 9 of the 30 NSHCA students checked

Discuss Performance Ratings So Employees Know Where They Stand, whereas only 3 of the 27 Administrative Officers checked this item.

ADMINISTRATOR INTERVIEWS

To check whether personal discussion with administrators would bear out the questionnaire trends, interviews were conducted with three Naval Officers who are presently serving in administrative capacities in Naval Hospitals. Two are Personnel Officers; one is a Public Affairs Officer.

INTERVIEW 1: This officer feels that the most important motivating force that can be exerted by a supervisor is to have and display a genuine respect for the employee as a person. He sees the next most important motivator as being a chance for promotion resulting in both salary increase and higher status.

The key to motivating people is efficient supervision, which is viewed as including:

(1) Treat employee as a person, an individual.

(2) Tell employee when he does a good job, and provide some form of recognition for outstanding work.

(3) Explain work and related processes, pointing out what is to be done, but not necessarily how. Freedom to control work plans is seen as a status symbol among many employees. Engineered methods can be suggested, but not forced, since the person who does not want a more efficient method will not be more efficient in total output than with

performing the job in his own way.

(4) Have empathy with the employee in explaining work processes, and do not evade the unpleasant or negative aspects of the job, although the overall approach should be positive.

(5) Display an even temperament.

Although this officer considers good physical working conditions as being secondary to respect, recognition, and efficient supervision, he does feel that they possess some motivational influence. He thinks that environmental niceties such as carpeting are helpful and that convenient layout is important. It is his belief that pleasant working conditions appeal particularly to women employees.

INTERVIEW 2: At this time, steady employment is the number one motivating factor among non-professional hospital workers, believes this Public Affairs officer. Three years ago, steady employment was less of a factor, but the present economic situation has increased its importance.

The chance for promotion, which goes hand in hand with self-development and improvement is an important factor, affording the individual with an opportunity to assume more responsibility as well as to achieve increased status and prestige.

Good physical working conditions are considered a motivating factor by this officer, who feels that clean, air-conditioned surroundings help the employee identify with the hospital and consider it a desirable place to work.

Questioned about the quality of respecting the employee as a person, the interviewee replied that he did not consider this as a motivating factor, since he feels it is assumed as a matter of course that respect for employees is always present in supervisors.

INTERVIEW 3: As Personnel Officer of a medium-sized Naval Hospital, this interviewee stresses the motivational impact of the immediate supervisor and believes that keeping the employee informed is of primary importance. He says:

> I really feel Naval Hospitals have been hurt by removing the civilian personnel office to a central point at some line support command. At my last two hospitals, I believe civilian personnel relations have been severely hampered by centralization. I know that the spearhead of personnel relations and leadership is at the immediate supervisor or division level. However, I just as strongly think you need a program co-ordinating personnel relations. To be honest, despite all our talk about leadership, I think the personnel function--civilian and military both--has deteriorated at Naval Hospitals. Perhaps Zumwalt may do something to revive it.
>
> I think informed employees become interested employees. By informed I include everything from their organization's mission to an understanding of their benefits and entitlements. When I look at our military and civilians, they are uninformed in my judgement. That stems from absence of effective personnel programs.

Examining the contents of the preceding interviews, it appears that the officers stress the following motivational factors:

1. Respect for each employee as a person
2. Chance for promotion
3. Good physical working conditions

4. Steady employment

5. Telling employees when they do a good job

6. Employees knowing what is going on in organization

7. Freedom on the job

8. Having an efficient supervisor

Grouping all the administrative questionnaire answers together (Test group, NSHCA, Administrative Officers), the ten most mentioned motivational factors are:

__42__ Convey the feeling that every employee's job is important

__37__ Respect for each employee as a person

__28__ Steady employment

__28__ Employees knowing what is going on in the organization

__28__ Opportunity for self-development and improvement

__23__ Chance for promotion

__26__ Tell employees when they do a good job

__19__ Opportunity to do interesting work

__14__ Good physical working conditions

__12__ Discuss performance rating so employees know where they stand

Co-ordination between questionnaire trends and interview attitudes is approximately 60 per cent; i.e., of the points brought out in the interviews, six are in the top ten questionnaire choices. While Convey the Feeling that Every Employee's Job Is Important (first in the questionnaire survey) was not specifically mentioned in precisely those terms, it was implicit throughout the interviewees' other comments.

CHAPTER VI

MOTIVATION

FROM THE EMPLOYEE'S VIEWPOINT

EMPLOYEE QUESTIONNAIRES

The employee questionnaire covered motivational factors almost identical to those of the manager questionnaire, with slightly different wording in some instances to relate more directly to the employee. Two additional factors were added, A Feeling of Accomplishment and Working With Pleasant, Interesting People. The heading was "FACTORS WHICH MOTIVATE ME," and the employee was asked to, "Please indicate the five items from the list below which you believe are most important in motivating you to do your best work."

As in the manager research, a test was conducted locally before mailing out the questionnaires. Questionnaires were distributed to twenty non-professional employees--fourteen civilian and six military. The purpose of the testing was to determine whether the format of the questionnaire was clear to the employees, as well as to see if any immediately discernible differences showed up in the civilian and military groups, at least as could be determined by this small sampling. The test employees accepted the questionnaire well and apparently had no difficulty in understanding its usage.

Five of the six military employees checked A Feeling of Accomplishment compared to four of the fourteen civilians. None of the

military checked Steady Employment whereas six of the fourteen civilians saw it as a motivating factor. However, in both groups, Feeling My Job Is Important, Respect for Me as a Person and Chance for Promotion received the largest number of votes. The differences between civilian and military attitudes were not considered significant. The results of the test survey appear below:

TEST QUESTIONNAIRE--EMPLOYEES

11	Feeling my job is important
10	Respect for me as a person
9	Chance for promotion
8	Chance to turn out quality work
8	Being told by my boss when I do a good job
9	A feeling of accomplishment
6	Steady employment
5	Opportunity for self-development and improvement
5	Opportunity to solve problems
5	Knowing what is going on in the organization
4	Getting along with others on the job
4	Opportunity to do interesting work
4	Opportunity to plan own work
3	Having an efficient supervisor
3	Working with pleasant, interesting people
2	Good physical working conditions
1	Having an employee council

1 Getting a performance rating, so I know how I stand

1 Attending staff meetings

1 Working under close supervision

100 TOTAL

Since twenty-seven of the letters mailed to Administrative Officers were returned with completed questionnaires and each letter contained five employee questionnaires, a total of 135 were received representing Naval Hospital employees throughout the United States. The results are tabulated below:

81 A feeling of accomplishment

67 Feeling my job is important

62 Respect for me as a person

56 Opportunity to do interesting work

45 Opportunity for self-development and improvement

42 Chance for promotion

38 Having an efficient supervisor

38 Working with pleasant, interesting people

34 Getting along with others on the job

31 Chance to turn out quality work

28 Knowing what is going on in the organization

27 Steady employment

19 Opportunity to plan own work

19 Being told by my boss when I do a good job

18 Good physical working conditions

17 Opportunity to solve problems

12	Chance to work not under direct or close supervision
11	Getting a performance rating so I know how I stand
7	Large amount of freedom on the job
5	Having a written description of the duties in my job
5	Agreement with agency's objectives
3	Fair vacation arrangements
2	Having a local house organ, employee paper, bulletin board
0	Having employee services such as office recreational and social activities
0	Not having to work too hard
0	Having an employee council
0	Knowing I will be disciplined if I do a bad job
0	Working under close supervision
0	Attending staff meetings
667	TOTAL

Two employees checked ONLY Steady Employment. Two wrote in that they were motivated by the chance to help people. One (obviously a corpsman) wrote in that his primary motivation was to stay as far away from the Marine Corps as possible.

EMPLOYEE INTERVIEWS

The employee interviews were patterned after a model originated by Frederick Herzberg, designed to find out which factors motivate or satisfy the employee and which act as dissatisfiers. Interviews were held in the hospital where the worker is employed. Interviewees were selected

more or less at random, depending upon who could be spared from his duties at the time and upon the employee's willingness to be interviewed. Prior to the interview, the employee was assured that the information would be helpful, and that his name would not be used.

The complete interviews as taped are included in the Appendix of this paper.

INTERVIEW 1: The interviewee describes his duties as "assisting personnel who come on base if they don't know their way around the base, protecting government property in any way that I can, and general helper."

The predominant motivator expressed in the interview is a feeling of accomplishment when services to patients have been rendered. Frustration accompanies the problem of not being permitted to ticket illegally parked VIP cars since he feels that he is being prevented from performing his job duties properly. This employee gives the impression that he would enjoy being told more often by supervisors that he does a good job.

On the basis of this interview, his motivators appear to be:

A feeling of accomplishment
Chance to turn out quality work
Being told by my boss when I do a good job
Feeling my job is important

INTERVIEW 2: Ward worker. The feeling of accomplishment derived from assisting patients is obviously important to this woman. Her disappointment at not receiving an efficiency rating because of a job

change during the year indicates that it is important to her to be told that she does a good job and to know where she stands. She likes to feel--and does feel--that her job is important, and she wishes to be respected for doing it well. Her "dissatisfier" is a feeling of unfairness concerning working hours and pay. Her motivating factors are:

Feeling my job is important
A feeling of accomplishment
Being told by my boss when I do a good job
Getting a performance rating, so I know how I stand
Good physical working conditions (dissatisfier)
Respect for me as a person

INTERVIEW 3: Stockman, employed twenty-two years. This individual obviously feels that he is not receiving "credit" from the "top dogs" for his efforts. He is frustrated at being in a job where he has had little or no advancement and sees no opportunity for the future. The inefficiency that he feels results from temporary help annoys him as does the nighttime work schedule. Apparently, his motivating factors are (or would be if they were present):

Being told by my boss when I do a good job
Feeling that my job is important
Chance for promotion
Respect for me as a person
Good physical working conditions (dissatisfier)

INTERVIEW 4: Ward cleaner. This woman is obviously pleased because she has been selected for work requiring security clearance and has received a letter of commendation. She views this as respect and recognition as well as an opportunity for development. She felt a strong

sense of accomplishment over her part in assisting a sick child. An occasional word of praise makes her feel "pretty good." This employee was apparently well-motivated and pleased with her job due to these factors:

Respect for me as a person
Feeling that my job is important
Opportunity for self-development and improvement
A feeling of accomplishment
Being told by my boss when I do a good job

INTERVIEW 5: Ward cleaner. Although steady employment has become the primary motivating factor to this woman nearing retirement age, she previously found her greatest motivation in varied duties, especially patient care, which she found interesting and highly rewarding. She enjoyed the recognition of being specifically asked to clean one of the wards, and is pleased when told she does a good job, which apparently happens to her often.

At one time the chance for promotion was important to her, although it didn't work out. Her reaction seems to be resignation rather than bitterness. Her only complaint was that she felt on one occasion that she was being forced into retirement. The motivation factors that she considers important, or at least has considered important at earlier stages in her career are:

Steady employment
Feeling that my job is important
Opportunity to do interesting work
A feeling of accomplishment
Being told by my boss when I do a good job

INTERVIEW 6: Personnel worker, military. This young corpsman felt a great sense of accomplishment over his part in researching and working out a problem which resulted in changing a three-section watch to a four-section which he feels raised morale considerably among the watch section. He enjoys the freedom he has on his job, as well as the responsibility, even though it weighs on him at times. He gave every indication of being a competent and satisfied employee who finds his motivation in these factors:

A feeling of accomplishment
Opportunity to solve problems
Opportunity to do interesting work
Opportunity to plan own work
Large amount of freedom on the job

INTERVIEW 7: Hospital Records worker, military. "The best time I had" is the way this corpsman describes an interim in his job at this hospital during which he collaborated with his co-workers to solve problems and engineer their record-keeping system. He sincerely wants to do a good job of keeping the records up to date and keeping track of them, which he hopes to achieve by limiting the number of other departments who have direct access to the records. His complaints concern the monotony of filing and a lack of understanding of his work problems by other departments, apparently a communications gap to some extent. The motivating factors for this worker appear to be:

Opportunity to solve problems
Chance to turn out quality work
Opportunity to do interesting work
Respect for me as a person

Analyzing the employee interviews, the following motivational factors predominate in approximately this order:

1. (A feeling of accomplishment
   (Feeling my job is important
   (Respect for me as a person

2. (Being told by my boss when I do a good job
   (Opportunity to do interesting work

3. (Chance to turn out quality work
   (Good physical working conditions
   (Chance for promotion
   (Opportunity to solve problems

4. (Getting a performance rating
   (Opportunity for self-development and improvement
   (Steady employment
   (Opportunity to plan own work
   (Large amount of freedom on the job

The questionnaire results (test questionnaires and those received through the mail) line up in the following order:

90	A feeling of accomplishment
78	Feeling my job is important
72	Respect for me as a person
60	Opportunity to do interesting work
51	Chance for promotion
49	Opportunity for self-development and improvement
41	Having an effective supervisor
41	Working with pleasant, interesting people
39	Chance to turn out quality work
38	Getting along with others on the job
33	Steady employment

33 Knowing what is going on in the organization

27 Being told by my boss when I do a good job

20 Good physical working conditions

The interviews brought out fourteen motivational factors, the dominating ones being A Feeling of Accomplishment and Feeling My Job Is Important. Listing the most-mentioned fourteen factors from the questionnaire survey, it is seen that ten of these are the same as those discussed by the interviewees, the dominant two also being A Feeling of Accomplishment and Feeling My Job Is Important.

Co-ordination between questionnaires and interviews is very close overall. Five of the interviewees mentioned Being Told By My Boss When I Do a Good Job whereas this factor did not receive one of the higher ratings on the questionnaire. It might be noted that the five lower-rated employees found it quite important to be told that they were doing a good job, perhaps because the status and innate satisfaction from work performed is more difficult to achieve at these levels.

It might also be noted that, in accordance with Herzberg's Motivator-Hygiene Theory, physical working conditions were mentioned only as dissatisfiers, not in any instance as motivators.

CHAPTER VII

ANALYSIS AND CONCLUSIONS

ANALYSIS

The questionnaire factors are listed below with the percentages of the respondents selecting that particular factor. E.g., of the sixty-five administrators, forty-two or 65 per cent included Convey the Feeling That Every Employee's Job Is Important as one of their choices.

PERCENTAGES OF ADMINISTRATORS SELECTING SPECIFIC FACTORS
(65 respondents)

65%	Convey the feeling that every employee's job is important
57%	Respect for each employee as a person
43%	Steady employment
43%	Employee knowing what is going on in the organization
43%	Opportunity for self-development and improvement
35%	Chance for promotion
40%	Tell employees when they do a good job
29%	Opportunity to do interesting work
22%	Good physical working conditions
18%	Discuss performance ratings so employees know where they stand
17%	Having efficient supervisors
15%	Employee agreement with hospital objectives
15%	Giving employee chance to work without direct supervision
9%	Opportunity to plan own work

9% Chance to turn out quality work

8% Large amount of freedom on the job

6% Opportunity to solve work-related problems

6% Having written job description

3% Having a local house organ, employee paper, bulletin board

3% Not having to work too hard

3% Adequate rest periods or coffee breaks

3% Fair vacation arrangements

2% Having an employee council

2% Having employees attend staff meetings

2% Employee knowing he will be disciplined if he does a bad job

2% Close supervision

0% Having employee services such as recreational and social activities

PERCENTAGES OF EMPLOYEES SELECTING SPECIFIC FACTORS
(155 respondents)

58% A feeling of accomplishment

50% Feeling my job is important

46% Respect for me as a person

39% Opportunity to do interesting work

33% Chance for promotion

32% Opportunity for self-development and improvement

26% Having an efficient supervisor

26% Working with pleasant, interesting people

25% Chance to turn out quality work

24%	Getting along with others on the job
21%	Steady employment
21%	Knowing what is going on in the organization
17%	Being told by my boss when I do a good job
13%	Good physical working conditions
15%	Opportunity to plan own work
14%	Opportunity to solve problems
8%	Getting a performance rating, so I know how I stand
8%	Chance to work not under direct or close supervision
5%	Large amount of freedom on the job
3%	Agreement with the agency's objectives
3%	Having a written description of the duties in my job
2%	Fair vacation arrangements
1%	Having a local house organ, employee paper, bulletin board
1%	Having an employee council
*	Attending staff meetings
*	Working under close supervision
0	Adequate rest periods or coffee breaks
0	Having employee services such as office recreational and social activities
0	Not having to work too hard
0	Knowing I will be disciplined if I do a bad job

*Less than 1%

As previously explained, the questionnaires were planned to fit within the framework of Maslow's Hierarchy of Needs and Herzberg's

Hygience-Motivator Theory of Satisfiers and Dissatisfiers. The total results of the administrator and of the employee questionnaires along with their classifications according to Maslow and Herzberg are given on the following pages.

MASLOW	HERZBERG	NO. OF CHOICES	MOTIVATION PRACTICES ADMINISTRATORS CONSIDER MOST IMPORTANT
Ego	Recognition (S)	42	Convey the feeling that every employee's job is important
Ego	Recognition (S)	37	Respect for each employee as a person
Security	Job Security (D)	28	Steady employment
Ego	Recognition (S)	28	Employees knowing what is going on in the organization
Self Actualization	Growth (S)	28	Opportunity for self-development and improvement
Ego	Advancement (S)	23	Chance for promotion
Ego	Recognition (S)	26	Tell employees when they do a good job
Self Actualization	Work Itself (S)	19	Opportunity to do interesting work
Physiol.	Work Conditions (D)	14	Good physical working conditions
Security	Supervision (D)	12	Discuss performance ratings so employees know where they stand
Security	Interpersonal Relations (D)	11	Having efficient supervisors
Social	Co. Policy (D)	10	Employee agreement with hospital objectives
Ego	Responsibility (S)	10	Giving employee chance to work without close supervision
Self Actualization	Achievement (S)	6	Opportunity to plan own work
Ego	Work Itself (S)	6	Chance to turn out quality work
Ego	Responsibility (S)	5	Large amount of freedom on the job

MASLOW	HERZBERG	NO. OF CHOICES	MOTIVATION PRACTICES ADMINISTRATORS CONSIDER MOST IMPORTANT
Self Actualization	Work Itself (S)	4	Opportunity to solve work-related problems
Security	Job Security (D)	4	Having written job descriptions
Social	Co. Policy (D)	2	Having a local house organ, employee paper, bulletin board
Physiol.	Work Conditions (D)	2	Not having to work too hard
Physiol.	Work Conditions (D)	2	Adequate rest periods or coffee breaks
Social	Co. Policy (D)	2	Fair vacation arrangements
(Remaining factors 1 or 0)			

(S) Satisfier
(D) Dissatisfier

MASLOW	HERZBERG	NO. OF CHOICES	MOTIVATION PRACTICES EMPLOYEES CONSIDER MOST IMPORTANT
Self Actualization	Achievement (S)	90	A feeling of accomplishment
Ego	Recognition (S)	78	Feeling my job is important
Ego	Recognition (S)	72	Respect for me as a person
Self Actualization	Work Itself (S)	50	Opportunity to do interesting work
Ego	Advancement (S)	51	Chance for promotion
Self Actualization	Growth (S)	49	Opportunity for self-development and improvement
Security	Interpersonal Relations (D)	41	Having an efficient supervisor
Social	Interpersonal Relations (D)	41	Working with pleasant, interesting people
Ego	Work Itself (S)	39	Chance to turn out quality work
Social	Interpersonal Relations (D)	38	Getting along with others on the job
Security	Job Security (D)	33	Steady employment
Ego	Recognition (S)	33	Knowing what is going on in the organization
Ego	Recognition (S)	27	Being told by my boss when I do a good job
Physiol.	Work Conditions (D)	20	Good physical working conditions
Self Actualization	Achievement (S)	23	Opportunity to plan own work
Self Actualization	Work Itself (S)	22	Opportunity to solve problems

MASLOW	HERZBERG	NO. OF CHOICES	MOTIVATION PRACTICES EMPLOYEES CONSIDER MOST IMPORTANT
Security	Supervision (D)	12	Getting performance rating so I know how I stand
Ego	Responsibility (S)	12	Chance to work not under close supervision
Ego	Responsibility (S)	7	Large amount of freedom on the job
Social	Co. Policy (D)	5	Agreement with the agency's objectives
Security	Job Security (D)	5	Having a written description of the duties in my job
Social	Co. Policy (D)	3	Fair vacation arrangements
Social	Co. Policy (D)	2	Having a local house organ, employee paper, bulletin board
Social	Interpersonal Relations (D)	2	Having an employee council
(Remaining factors 1 or 0)			

(S) Satisfier
(D) Dissatisfier

The chart below represents the percentages of total choices marked, by administrators and employees, as classified by Maslow's Hierarchy of Needs.

PERCENTAGE OF TOTAL MOTIVATOR CHOICES, ACCORDING TO MASLOW

NEED	ADMINISTRATORS	EMPLOYEES
EGO	54.5%	41.6%
SELF-ACTUALIZATION	17.5%	31.8%
SECURITY	17.5%	12%
PHYSIOLOGICAL	5.5%	2.6%
SOCIAL	5%	12%

From the above, the following is evident:

1. Both administrators and employees made their highest percentage of choices in ego factors, and their second highest is self-actualization. Since ego and self-actualization needs are closely related and at times overlap, they can be considered together as Higher Needs, in which case the correlation between administrators and employees is remarkably close:

Administrators--Ego and Self-Actualization--72%
Employees--Ego and Self-Actualization--73.4%

The majority choice by administrators for Higher Needs indicates that Naval Hospital Administrators are to a considerable extent following motivational practices in line with Maslow's Hierarchy of Needs Theory

that once a lower need is met, it is taken for granted and a higher need takes its place; thus, the higher needs serve as the true motivators.

The majority choice of employees for Higher Needs indicates that their thinking also corresponds with Maslow's.

2. Security Needs are considered third in importance by both administrators and employees. It is not known to what extent current economic factors influence this percentage, but it is assumed that it may be reasonably high at the present time due to budget cuts. (See Administrative Interview 1, Employee Interview 5).

3. Administrators consider physiological and social needs to be about equal as a motivational factor, in both cases, relatively low. However, employees apparently consider social needs to be notably more important than physiological. The low percentage of choices, particularly by employees, would indicate (1) the validity of Maslow's theory that physiological needs that are met are no longer motivators, (2) that physiological needs <u>are</u> adequately met in Naval Hospitals.

The chart below represents the percentages of satisfiers and dissatisfiers as classified by Herzberg.

SATISFIERS

	ADMINISTRATORS	EMPLOYEES
MOTIVATORS	PER CENT OF TOTAL CHOICES	PER CENT OF TOTAL CHOICES
Recognition	40.9	27.4
Work Itself	9	15.8
Growth	8.6	6.4
Advancement	7	6.6
Responsibility	4.6	2.5
Achievement	1.8	14.7
	71.9%	73.4%

DISSATISFIERS

	ADMINISTRATORS	EMPLOYEES
HYGIENE FACTORS	PER CENT OF TOTAL CHOICES	PER CENT OF TOTAL CHOICES
Interpersonal Relationships	3.7	16
Job Security	9.9	5
Work Conditions	5.3	2.6
Supervision	4	1.7
Company Policy	4.2	1.3
	28.1	26.6

Based on the Satisfier/Dissatisfier chart, the following can be observed:

1. Both administrators and employees agree with Herzberg that it is the satisfiers which serve as motivating factors.

2. Administrators place more emphasis on Recognition than employees do.

3. Employees are more concerned with Work Itself as a motivator than are the administrators. They are also highly motivated by Achievement although this is not a fair basis for comparison with administrators since the results are largely based on the factor, A Feeling of Accomplishment, which did not appear on the manager questionnaire.

4. Employees see Interpersonal Relationships as a relatively important factor whereas administrators rate it low.

5. Administrators rate Job Security higher than employees, but it may be assumed that the percentage is altered because military personnel are not concerned with Steady Employment. Based on civilians' answers to the employee test questionnaire, the administrator percentage appears accurate.

6. Work Conditions, Supervision, Company Policy are more highly rated as motivators by administrators than employees.

The fact that 71.9% of the administrator choices are satisfiers implies that Naval Hospital Administrators are generally using the motivational strategies advocated by Herzberg.

The distribution of administrator choices points to a greater emphasis on Douglas McGregor's Theory Y than autocratic Theory X. With equal certainty, the employee choices, as well as interviews, demonstrate that employees tend to act according to Theory Y assumptions.

Likert, Lewin, and Schein are primarily concerned with group motivation whereas the questionnaire dealt basically with individual motivation. It is significant, however, that 17% of the administrators checked Having Efficient Supervisors, and that Administrator Interviewees 2 and 3 emphasized the importance of supervisors. Also 12% of the employees' total choices concerned Social Needs and 16% involved Interpersonal Relationships, so it is apparent that they are conscious of the influence of the group.

Chris Argyris feels that the obvious and effective way to integrate the employee with the organization is Job Enlargement which involves giving the employee more responsibility and control over his own work, thereby furthering his sense of achievement and releasing psychological energy. Employee responsibility and control were not the top factors listed but are obviously receiving some emphasis as 15 per cent of the administrators believe in Giving the Employee a Chance to Work Without Direct or Close Supervision, 9% checked Opportunity to Plan Own Work, 8% Large Amount of Freedom on the Job and 6% Opportunity to Solve Work-Related Problems.

Peter Drucker states that changing cultural patterns in today's economic world demand that an effective relationship of <u>function</u>, <u>rank</u>,

rewards, and responsibility must not only exist for professionals, but for all employees. The administrator's top five selections in the survey are:

Convey the feeling that each employee's job is important (Function)

Respect for each employee as a person (Rank)

Steady Employment (Rewards)

Employee knowing what is going on in the organization (Responsibility)

Opportunity for self-development and improvement (Rewards)

It appears that there is agreement with Drucker's line of thinking.

Blake/Mouton present as an ideal the 9,9 manager with high concern for production, high concern for people. This is difficult to measure since all of the survey questions imply some phase of concern for people. It can be assumed that the hospital administrator automatically has a high concern for production, i.e., the efficient functioning of his hospital, or he would not be in that responsible and demanding job; therefore, it appears valid to credit him with a production concern of 9 or close to it. While all the questions involve a degree of concern for people, it would appear that the five leading choices of the administrator, particularly Respect for Each Employee as a Person and Opportunity for Self-Development and Improvement indicate an above-average concern for people as people, not just as employees.

In addition, the fact that twenty-seven of the thirty administrators

queried replied promptly, several adding notes expressing interest in the study, seems a strong indication that Naval Hospital Administrators tend toward Blake/Mouton's ideal 9,9 manager.

CONCLUSIONS

1. Though modern motivational theory is of great variety and complexity, it can be generally considered to be construed around these basic ideas:

(a) Broad cultural changes have made autocratic, paternalistic administration obsolete.

(b) Employees want to do work that contributes to their own dignity, to the organization, and to society.

(c) Employees want to be treated as responsible, intelligent individuals, given a degree of freedom in their jobs and a voice in decisions which affect them.

(d) Fringe benefits and good physical working conditions are taken for granted, and except for times of unemployment, steady employment is not a central issue. Genuine motivation in this age derives from the nature of work performed, recognition, achievement, advancement.

2. To a considerable extent, Naval Hospital Administrators are utilizing motivating practices advocated by leading, modern motivational theorists.

It would appear that they are practicing concepts from various theorists. This is much in line with the most recent research as

indicated in Chapter IV, "Other Contributions." The writers of today tend to avoid a strict adherence to any one school or theory, suggesting that the manager select from a sophisticated background knowledge, strategies to meet the needs of his particular organization, specific situation, or individual employee.

3. The motivational practices favored by Naval Hospital Administrators correspond very closely to those favored by employees.

Proof that the motivation practices advocated by employees work is offered in the successful results of the three hospitals as described in Chapter IV. Upon introducing job enrichment, opportunity for advancement, and recognition, problems diminished and production increased.

From such deviations as do exist in the motivational preferences of administrators and employees, and from interview reactions, the following suggestions are submitted for the consideration of a group of individuals who are already doing a very commendable job.

1. Job Enrichment should receive considerable attention, perhaps maximum attention from hospital administrators. This does not mean more duties or different duties, but jobs structured to make an obviously important contribution to the organization, jobs with meaningful goals, and maximum freedom possible in achieving these goals, jobs that offer the employee some challenge and hope of advancement in status, salary, and personal development.

Employees made 15.8% of their total choices for work itself and 14.7% for achievement, which can emanate only from work itself. Thus,

30.5% of the employees' own motivational preferences are directly related to the work they perform. This is a higher percentage than any other single item -- more than recognition, more than social factors, security, or work conditions.

Growth, Advancement, and Responsibility are also largely dependent on the work performed, and these factors add up to 15% of the total vote, making the case for Job Enrichment still more powerful.

As has been admitted, there are jobs that present a difficult challenge to Job Enrichment, and the hospital has its share of these. Yet in most cases, time given to analysis and study would show potential for improvement. It would be time well spent.

2. Interpersonal relationships received a larger percentage of votes from employees than from administrators, although administrators do appreciate the importance of good supervisors. Strategies to promote pleasant interpersonal relationships are worthy of consideration. These might include additional discretion in selection, resolving conflicts when they arise, suggesting at staff or professional meetings that non-professional workers are appreciative of courtesy and friendliness, resentful and hurt when treated with curtness or aloofness, whether real or imagined.

3. Employees consistently rated physiological needs lower than did administrators. Employees evidently take these needs for granted while administrators are more concerned because they have the responsibility of meeting the needs. Too, there is more feedback and urgency connected

with an unmet physiological need than an unmet achievement need for example.

Nonetheless, the point seems well-made that it is wise to avoid becoming so bogged down with physiological aspects that the "satisfiers" are relegated to second place. The theorists believe, and the employees themselves concur, that when genuine motivation is the goal, the higher needs must be met.

4. Five of the seven employees interviewed mentioned the importance of being told when they do a good job (the two clerical workers did not). At lower echelons, praise appears to be one of the rewards of the job since certain varieties of work (cleaning bathrooms, scrubbing corridors) offer little if any innate joy in the task itself, even though the importance of the work may be understood.

5. Five of the seven employees interviewed expressed their satisfying job experiences in terms of helping people. Four were pleased to be able to help patients directly; one was gratified at feeling that he had helped his co-workers. Two employees took the time to write in on their questionnaires that "a chance to help people" is one of their most important motivations. The relationship of the employee's job to the welfare of the patient should be made as clear and direct as possible. There is much idealism amid the confusion of today, particularly among youth and it may be that to a surprising number of employees, the ultimate motivation of all hospital work--ministering to the sick--is the most highly motivating factor of all. Surely it is included in the much

selected A Sense of Accomplishment.

The history of management demonstrates that shifts in cultural patterns and values revise motivational concepts on a broad scale. The economic situation and even developments within the community or organization can influence motivational trends. Administrators need to be sensitive to any vicissitudes that affect their personnel.

When the winds of change blow, the effective administrator sets his course accordingly.

APPENDIX I

12 March 1971

CDR A. B. SEA, MSC, USN
Administrative Officer
Naval Hospital
Anywhere, U. S. A.

Dear CDR SEA:

I am in the Navy Financial Management Program at George Washington University. As a thesis topic, I have chosen "Non-monetary Motivation of Non-professional Employees in Naval Hospitals" because I feel that the high cost of hospitalization can best be contained or reduced by higher employee motivation, since the major portion of each hospital budget goes for salaries.

Briefly, the purpose of the project is an attempt to determine (1) What are current theories of motivation offered by leading behavioral scientists? (2) What motivational techniques do Naval Hospital Administrators find most effective? (3) Which motivational techniques do employees feel are most influential?

In order for the research to be successful, it must cover a considerable number of Naval facilities. With your first-hand knowledge, your assistance will be most helpful. May I ask you to fill out the enclosed questionnaire entitled "Motivation Practices," and have five of your (non-professional) employees fill out the questionnaires headed "Factors Which Motivate Me." and return the six questionnaires to be as soon as possible in the enclosed stamped, self-addressed envelope?

These questionnaires have been approved by Code 44 of The Bureau of Medicine and Surgery. Your time and cooperation are greatly appreciated. Thank you very much.

Sincerely,

FRANK W. CARTER
LT MSC USN

APPENDIX II

MOTIVATION PRACTICES

Please indicate five items from the list below which you believe are the most important of consistently practiced non-monetary motivational concepts at your hospital.

1. _____ Steady employment
2. _____ Respect for each employee as a person
3. _____ Adequate rest periods or coffee breaks
4. _____ Good physical working conditions
5. _____ Chance to turn out quality work
6. _____ Having a local house organ, employee paper, bulletin board
7. _____ Chance for promotion
8. _____ Opportunity to do interesting work
9. _____ Having employee services such as recreational and social activities
10. _____ Opportunity to solve work-related problems
11. _____ Not having to work too hard
12. _____ Employees knowing what is going on in the organization
13. _____ Convey the feeling that every employee's job is important
14. _____ Having an employee council
15. _____ Having written job descriptions
16. _____ Tell employees when they do a good job
17. _____ Discuss performance ratings so employees know where they stand
18. _____ Having employees attend staff meetings
19. _____ Employee agreement with the hospital's objectives
20. _____ Large amount of freedom on the job
21. _____ Opportunity for self-development and improvement
22. _____ Giving employee chance to work without direct or close supervision
23. _____ Having efficient supervisors
24. _____ Fair vacation arrangements
25. _____ Employee knowing he will be disciplined if he does a bad job
26. _____ Close supervision
27. _____ Opportunity to plan own work
28. _____ _____

"FACTORS WHICH MOTIVATE ME"

Please indicate the five items from the list below which you believe are most important in motivating you to do your best work.

1. _____ Steady employment
2. _____ Respect for me as a person
3. _____ Adequate rest periods or coffee breaks
4. _____ Opportunity to solve problems
5. _____ Good physical working conditions
6. _____ Chance to turn out quality work
7. _____ Getting along well with others on the job
8. _____ Having a local house organ, employee paper, bulletin board
9. _____ Chance for promotion
10. _____ Opportunity to do interesting work
11. _____ Opportunity to plan own work
12. _____ Having employee services such as office recreational and social activities
13. _____ Not having to work too hard
14. _____ Knowing what is going on in the organization
15. _____ Feeling my job is important
16. _____ Having an employee council
17. _____ Having a written description of the duties in my job
18. _____ Being told by my boss when I do a good job
19. _____ Getting a performance rating, so I know how I stand
20. _____ Attending staff meetings
21. _____ Agreement with agency's objectives
22. _____ Large amount of freedom on the job
23. _____ Opportunity for self-development and improvement
24. _____ Chance to work not under direct or close supervision
25. _____ Having an efficient supervisor
26. _____ Fair vacation arrangements
27. _____ Knowing I will be disciplined if I do a bad job
28. _____ Working under close supervision
29. _____ Working with pleasant, interesting people
30. _____ A feeling of accomplishment
31. _____ _____

APPENDIX III

INTERVIEWER: Exactly what is your job here at the hospital?

EMPLOYEE: My job here at the hospital is to assist personnel who come on base if they don't know their way around here on base, to protect government property in any way that I can and I guess that entails about all of it, and just helping everybody, that's all.

INTERVIEWER: Occasionally something happens to make an individual feel particularly well-satisfied with his job. Has something occurred since you have been working here that has made you feel very satisfied with the job you have?

EMPLOYEE: Well, sometimes. Well, I really can't say, because you don't know when. What really makes me satisfied, I can't say, because actually if you do a good job, no one will say anything, how well you're doing it, and if you do something wrong, they still won't say anything. So, well, I think I'm satisified with my job because I'm here doing it, just out of personal feeling.

INTERVIEWER: Do you feel satisfied with helping people?

EMPLOYEE: Yes, yes I'm satisfied with that because I like to be around with people.

INTERVIEWER: And you get some satisfaction out of assisting or directing people some place, or if somebody is coming through with a wheel chair, maybe you can open a door and this gives you an inner satisfaction in doing things like this?

EMPLOYEE: Yes, it does because, well, like personnel here, like a patient, like some just get back from Vietnam and they are on crutches, and maybe some are in wheel chairs. And you know they can't get around on their own, so you know, you just go ahead and give a helping hand. You enjoy doing this for him because you know what they've been through. Myself, I've been over there, and I think it's just brotherhood.

INTERVIEWER: Sometimes things happen, of course, that really irritate you and make you very dissatisfied with the job you have. Has this occurred to you since you've been here--that some item really irritated you?

EMPLOYEE: Well, one thing that really irritates me is this, like when I'm out putting tickets out on automobiles, if there is a Congressman's car illegally parked and if I go put a ticket on it, next thing you know it will be down here in the office and they give me a little talk not to put tickets on Congressmen's or Senators' cars

because it's not going to do any good. And the thing is, I can't see letting them get away with murder, just about, and here you are giving everyone else a ticket, why not just go ahead and give them a ticket?

INTERVIEWER: Has this specifically happened to you? You've given tickets to certain VIP's, we'll call them, and then there was no recourse except you were told not to do this?

EMPLOYEE: That is right.

INTERVIEWER: You have indicated here on the questionnaire that one of the things you think is important is to be told when you do a good job, are you often told about it?

EMPLOYEE: Sometimes they won't tell you and then a week later, they might say, "I appreciate what you did." You know, a little pat on the back once in awhile never hurt anybody.

INTERVIEWER: What is your job?

EMPLOYEE: I work in the janitorial -- cleaning.

INTERVIEWER: And how long have you been working at this hospital?

EMPLOYEE: Twenty-seven years in January coming up.

INTERVIEWER: You have a little experience in health care work then?

EMPLOYEE: Yes. And I've been working on the wards since last December.

INTERVIEWER: Occasionally, something happens that makes an individual well-satisfied with his job and makes him feel so good that he will do even more than is necessary. Has this ever occurred to you?

EMPLOYEE: Oh, yes, many times. When working on the wards -- when the patient needs something, I like to help. It's not in my job description, but the way I feel, I don't have a job description.

INTERVIEWER: Could you give me a special instance when this happened?

EMPLOYEE: Sometimes the nurses are busy and the patient will want a pitcher of water, or maybe a bedpan. It doesn't hurt to help.

INTERVIEWER: Even though this is not your job?

EMPLOYEE: I think of myself. If I were in the hospital and asked for something and they said, "Well, I'm not supposed to do that." It would make me feel terrible, you know.

INTERVIEWER: Now, by the same token, there might be instances that make you disgusted with your job and make you wish you were not here maybe. Has this ever happened to you?

EMPLOYEE: Oh, yes. Much. For instance, there have come jobs with weekends off. Instead of giving these to the old employees, they often give them to someone who hasn't even been here a year. I don't think this is fair to the older employees.

INTERVIEWER: You feel that the assignment system could be improved:

EMPLOYEE: Yes.

INTERVIEWER: Is there anything else?

EMPLOYEE: For instance, there's my efficiency rating. It's always been marked as outstanding but this year I didn't get one because they said I didn't finish the full year out, but I did work from January right up to December.

INTERVIEWER: Yes, I notice hereyou've checked that you like being told by your supervisor when you do a good job and also being told where you stand.

Does anything else dissatisfy you?

EMPLOYEE: Not particularly, but our raises always seem to be vetoed and the graded people always get theirs. But we all buy at the same grocery store.

INTERVIEWER: Is there anything other than pay? The management at the hospital is really powerless to do anything about that, but can help out in some of these other situations.

EMPLOYEE: I can't think of anything else. Except that there are so many people who think because you're doing housekeeping work, you're just about the lowest thing on earth, but I feel that my job -- keeping the hospital clean is just as important as the doctor's job taking care of the patients because if the hospital isn't kept clean, that means the patients can get staph. But some think the housekeeping service is just nothing!

INTERVIEWER: Do you feel that you get more respect working on the ward?

EMPLOYEE: At times, from some. Especially patients. Some of the nurses won't even say 'Good morning' rather than have sense enough to know they wouldn't even be here if the place wasn't clean, because the State would close it up.

INTERVIEWER: Just what is your job here?

EMPLOYEE: Stockman.

INTERVIEWER: How long have you had that job?

EMPLOYEE: Oh, boy! Twenty-two...twenty-three years. I'm as far as I can go unless I leave. I can't get another grade raise.

INTERVIEWER: Occasionally something happens to make an individual feel particularly good about his job and makes him want to contribute even more. Has this happened to you in your job here?

EMPLOYEE: No. I've been asked to do extra jobs, so I just went ahead and did them. If I'm asked to help out, and it's past quitting time, I do it.

INTERVIEWER: Do you get any extra recognition when you do this extra work?

EMPLOYEE: Supervisor usually says thank you. But as for any of the officers telling you about it, forget it. You know, people are like pets. If you pet a dog, you get more out of him. Well, here if you do a good job, you don't hear nothing about it. Nobody bothers about it. All they're after is just to get your work done, and this is bad. When you've got a bunch of people with good morale, you can get a lot of good work done because people appreciate it and they enjoy working.

INTERVIEWER: You feel that your efforts aren't noticed?

EMPLOYEE: Well, the supervisors notice. But you take the top dogs. They don't give you credit for nothing. They want all the credit for themselves. Shoot, I think if a man does that job, the man should get that credit. The supervisors here are very effective. Everybody gets along with them. But one thing, most of the people have been here so long, they've gone as far as they can in their jobs. So to get ahead, you've got to go some place else and get another job.

INTERVIEWER: Is there one particular problem that makes you dissatisfied with your job at times?

EMPLOYEE: Some of the officers here -- by the time they get to the understanding of housekeeping, why, they're up and gone. Then you got to start all over.

INTERVIEWER: And train another one?

EMPLOYEE: And train another one! Same thing with temporary help...these 700-hour men...train them and when they learn what's going on, they're gone again. There's too much fly-by-night around here, and to run a building this big, it's no good.

INTERVIEWER: Do you know the reason for temporary help?

EMPLOYEE: They say they're up to the ceiling. But I don't get it. If they don't have the money to pay a man permanent, how can they pay him up to 700 hours?

INTERVIEWER: Have other situations made you dissatisfied here?

EMPLOYEE: No, not too much. I think most things run along pretty fair. They claim all the cleaning must be at night. But I don't think they have any more traffic here than other big hospitals and some of them clean during the day and they don't have that much trouble.

INTERVIEW #4

INTERVIEWER: What is your job here at the hospital?

EMPLOYEE: I come in, in the morning, pull trash, dust the ward, then set up my cart and come back out on the floor and start cleaning. We clean the sinks very good and clean the floors. One day we do high dusting and next day we do low dusting.

INTERVIEWER: How long have you been in this job?

EMPLOYEE: Eight months.

INTERVIEWER: Sometimes something will happen on a job that pleases you very much and makes you want to do even more than is actually required of you. Has this ever happened to you while working here?

EMPLOYEE: Yes, I would say so. I've been called up to T-17 which is where the VIP's come in and I have to have a police clearance and like that.

INTERVIEWER: So you feel that this was recognition because there are many other people who might have been picked?

EMPLOYEE: Yes, I'm sort of proud of it and I've gotten a letter of commendation since I've been here.

INTERVIEWER: Have there been other incidents?

EMPLOYEE: Yes, one particular day shortly after I came here-- I guess I had been here about three months, I looked through the nursery window at one particular patient I guess you could sort of say I had fallen love with, and I said 'Something's wrong with that baby.' I rushed in and he didn't seem to be breathing. So I called the nurses and they called the rescue squad and it was lucky I saw him when I did because if I hadn't seem him, he would have passed away.

INTERVIEWER: That must have been an extremely rewarding experience. Of course, not every experience on a job can be that gratifying. Is there anything concerning your work that bothers you or leaves you feeling dissatisfied?

EMPLOYEE: No, if the nurses do something I don't like, I tell them and they tell me. We sort of have an understanding. At first I thought everyone was sort of snobbish, but everything is much better now.

INTERVIEWER: Do you feel that respect for you as a person is important?

EMPLOYEE: Well, I don't expect to be told every day or every week, but if someone says every couple of months or every six months you've been doing a good job and keeping the ward nice and clean, well, I feel this is the way it should be done. It makes you feel pretty good, you know.

INTERVIEW #5

INTERVIEWER: What is your job here at the hospital?

EMPLOYEE: Cleaning on the wards.

INTERVIEWER: How long have you been doing this?

EMPLOYEE: About three years. We used to do all kinds of work--feed the patients, the babies, fold the linens, all kinds of jobs.

INTERVIEWER: And which did you like the best?

EMPLOYEE: Oh, when I was doing everything.

INTERVIEWER: Did you like working with the patients?

EMPLOYEE: Yes, working with babies and children was the best.

INTERVIEWER: How long have you been at the hospital?

EMPLOYEE: About twenty years.

INTERVIEWER: Sometimes something will happen to make an individual feel especially pleased with his job and want to do even more than the job calls for. Has this ever happened to you?

EMPLOYEE: Well, last week, Mr. _____ asked special for me to clean one of the wards and I really cleaned and waxed and scrubbed and made everything shine.

INTERVIEWER: Does Mr. _____ ever come by and tell you that you've done an especially good job?

EMPLOYEE: He always says I do a very good job.

INTERVIEWER: I see you've checked steady employment as being very important to you. Do you feel that this is more important than it was two or three years ago?

EMPLOYEE: I'll feel it's important until I get my retirement. I'd like to work steady until I get my age to retire.

INTERVIEWER: Can you think of a specific time when you did some outstanding work that particularly made you pleased with your job?

EMPLOYEE: Well, I'll tell you. When I used to feed and bathe the little babies and like that, well, I think that was more important than anything I ever did.

INTERVIEWER: Of course, all our job experiences aren't necessarily pleasant. Did you ever have anything happen to upset you?

EMPLOYEE: The worst thing ever happened to me was when I got sick. See, I had over 1,000 hours of annual sick leave. And the supervisor thought I should retire because I was sick about three or four days. So she went to the personnel office and tried to fix it up for me to retire on disability. I told the doctor I'd never been sick before and showed him how much sick leave I had and he sent me back to the ward.

INTERVIEWER: You felt this was unfair treatment by your supervisor, but the doctor helped you out?

EMPLOYEE: Yes.

INTERVIEWER: You have checked here that you feel a chance for promotion is important. Do you feel that you've had this opportunity?

EMPLOYEE: When they changed the housekeeping, I asked for nurse's aide, but I didn't have enough education, so I had to go down to housekeeping. I couldn't do any better. I didn't have the qualifications. I tried to go to school; I took a course in Practical Nursing, but she didn't have no license so the government wouldn't take me. They don't take just everybody, you know.

INTERVIEWER: You feel that this was government regulations rather than the fact that the hospital management wouldn't recommend you?

EMPLOYEE: Yes. But I'm pretty well satisfied just to have a job. You know, at my age, there isn't much you can do.

INTERVIEW #6

INTERVIEWER: Would you please describe your job here at the hospital?

EMPLOYEE: I work in the personnel office processing transfer of personnel to other duty stations and receiving personnel from other duty stations. That's the primary job. Also I process watch bills.

INTERVIEWER: How long have you had this job?

EMPLOYEE: I've been working in personnel on these same things for about a year now.

INTERVIEWER: Occasionally a person will find something that makes him highly pleased with his job. Something happens that really makes him proud of the job he's doing. Has this ever occurred to you?

EMPLOYEE: I think so. We had a situation which existed here some time ago in which a log of people stood a three-section watch. I got great satisfaction out of my participation in affording them a four-section watch. I think that's the most rewarding thing I've done since I've been here.

INTERVIEWER: What were some of the circumstances leading to this? Was there a lot of complaint about the watch list?

EMPLOYEE: Well, there was no particular complaint, actually. Morale was low at the command, I think, because people were standing a three-section watch. I stood it myself for awhile and the situation that existed didn't seem a fair one. It didn't seem necessary and that made it seem unfair. A great amount of research was involved to convince several people that it could be done with just a few changes from what the command had become accustomed to accepting. Since then, there have been no formal expressions of gratitude either, but you can see a general increase in morale.

INTERVIEWER: Now, exactly what did you do in getting this four-section watch?

EMPLOYEE: Actually, my participation probably wasn't so great -- simply doing some research and organizing a four-section watch plan that showed it to be both fair and possible. Basically I researched hours people were working and people available and showed that this could be done.

INTERVIEWER: You had control of the situation then?

EMPLOYEE: Well no, I was working for Mr. _____ and Commander _____ who of course were in the decision-making area. I supplied the

EMPLOYEE: I think I have a great deal of freedom. In fact, I think I've been given freedom to a point where my errors go unnoticed sometimes, and then other people suffer. I certainly should have caught the error and I'm not excusing myself, but I sometimes wish the error had been caught before other people suffer. But I think I've been given a great deal of freedom and I enjoy that.

INTERVIEW #7

INTERVIEWER: Would you describe your job at the hospital to me, please?

EMPLOYEE: OK. I'm working in the general patient record department which entails handling all the dependent and retired health records and we make them up and fold them up. It's more or less just general filing.

INTERVIEWER: You say 'we.' How many work in that department?

EMPLOYEE: There's one corpsman and one corps wave and we have two Civil Service employees.

INTERVIEWER: What do you do particularly?

EMPLOYEE: I do a little of all of it.

INTERVIEWER: Now, occasionally something happens that will make an individual extremely pleased or satisfied with his job and makes him really want to do even more than is normally expected of him. Has anything of this nature happened to you in this job?

EMPLOYEE: There was a time when I first took it over. There were alot of policies in my department that were sort of stupid. We worked on them and we all got together and tried to make things as easy as possible for us and this started to work out real fine at first and at that point was the best time I had. Now other departments are starting to take advantage of the situation.

INTERVIEWER: Exactly what happened? Can you be a little more specific in your details?

EMPLOYEE: OK. Well, our primary function is to handle all the records and eventually I want just my department to handle all the records and do all the work that goes into the records--pulling, filing, you know--everything that's involved with all the records, so they don't get lost or get checked out and you don't know where they've been checked out and this happens because when the clinics have appointments, they're supposed to go the day before and pull their records and I'm trying to get away from that. I'm trying to handle it all as much as I can.

With the personnel we have up here now, there are times when we are so tied up, it's impossible for us to keep up with this, and this is when these clinics have not realized this. There was a time when we had an ideal number of people for this department and we could do all this work, but when we got a man shipped out, we can't always do it. Well, they get all hypo and say, 'Well, you always did it before.' But this is not true. We did it before when we had the time.

INTERVIEWER: Did you find it satisfying to be able to offer this service to the other departments? Or the feeling that you had complete control of your job?

EMPLOYEE: It might have been subconsciously complete control, partly because this is what the department is for -- maintenance of the health records, and obviously the more hands you get in there, the more upset the system is going to get. Nobody knows what's going on -- well, most of them do know -- but they only carry it out halfway, and I like things to be carried out completely.

INTERVIEWER: Other than this, have there been any other experiences in your job that you would consider to be...unsatisfactory?

EMPLOYEE: Disheartening?

INTERVIEWER: Disheartening, yes.

EMPLOYEE: Well, if one doesn't like filing, it can get very boring. Same thing every day -- all these charts and cards coming in and you never really get caught up. Well, you get caught up, but it's always coming in. And every day, it's always the same thing. I try to remedy this by taking an afternoon off in the middle of the week or something.

INTERVIEWER: Yes, that would be a general attitude toward the filing, I guess, but can you think of a specific instance that really displeased you -- that occurred in your work area?

EMPLOYEE: Not really. Nothing outstanding that I can think of right now. Maybe once in awhile some small event would be upsetting.

INTERVIEWER: What kind of event?

EMPLOYEE: Well, it wouldn't take much. Maybe just kind of a precipitating event. Maybe in one day one or two things, because you seem to have a kind of influx -- and you're caught between the dependents because they're coming in and picking up their health records and they generally want it right away and explain the procedure we have to go through and they say, 'Well, the doctor told me to come here at this particular time,'and all this. And we say, 'Well, yes, Ma'am, but these are the particular hours he works, when you'll be able to see him.' And the doctors themselves have certain patients that they know and if they wait too long, they come over and tell us. And so you get it from both ends. When the patients harass us, we learn to take that after awhile--it just goes in one ear and out the other--but it's when the staff members start getting difficult, that's when we get upset because there's no reason for it.

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